Hoàng Thị Lệ, *MA*

BÀI TẬP
BỔ SUNG
11
TIẾNG ANH

*Biên soạn theo chương trình và SGK mới
* Dành cho học sinh Ban KHTN & ban Cơ sở

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Giám đốc PHÙNG QUỐC BẢO
Tổng biên tập NGUYỄN BÁ THÀNH

Biên tập nội dung
ĐỨC MẠNH
Sửa bản in
HOÀNG VĨNH
Trình bày bìa
SƠN KỲ

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Mã số: 2L - 118ĐH2007
In 2.000 cuốn, khổ 16 × 24 cm tại Công ti cổ phần Văn hoá Tân Bình.
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LỜI NÓI ĐẦU

Quý đồng nghiệp và các em học sinh thân mến!

Nhằm giúp quý thầy cô có thêm nguồn tư liệu tham khảo và giảng dạy, và giúp các em học sinh có tài liệu luyện tập thêm, tôi xin giới thiệu đến quý thầy cô và các em cuốn sách ***'Bài tập bổ sung Tiếng Anh 11'****.*

*Cuốn sách được biên soạn dựa trên nội dung và chủ điểm của từng đơn vị bài học trong cuốn sách giáo khoa Tiếng Anh 11, chương trình dành cho Ban Tự nhiên và Cơ bản. Cuốn sách được thiết kế với nhiều bài tập đa dạng, phong phú, nhằm giúp các em luyện tập bổ sung và nâng cao dần. Mỗi bài đều bao gồm phần tóm tắt chủ điểm ngữ pháp (****Grammar Review****), các bài tập về ngữ âm (****Pronunciation****), từ vựng (****Vocabulary****), ngữ pháp và cấu trúc (****Grammar and Structure****), đọc hiểu (****Reading****) và luyện viết (****Writing****).*

Sau mỗi ba đơn vị bài học là một bài kiểm tra trắc nghiệm nhằm giúp các em tự kiểm tra mức độ tiến bộ của bản thân và chuẩn bị cho bài kiểm tra một tiết. Sau tám đơn vị bài học, tương đương với kết thúc một học kì là một bài kiểm tra trắc nghiệm về nội dung của các phần đã học, giúp học sinh ôn tập lại để chuẩn bị cho bài kiểm tra cuối học kì.

Hi vọng quý thầy cô và các em học sinh sẽ tìm thấy ở cuốn sách rất nhiều điều bổ ích.

Mặc dù rất cố gắng, song cuốn sách khó tránh khỏi những sai sót. Rất mong nhận được sự góp ý của quý đồng nghiệp và các bạn.

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Tác giả

Table of Contents

Unit 1 Friendship 5
Unit 2 Personal Experience 15
Unit 3 A Party 22

Progress Test 1 (Units 1 - 3) 29

Unit 4 Volunteer Work 35
Unit 5 Illiteracy 44
Unit 6 Competitions 51

Progress Test 2 (Units 4 - 6) 58

Unit 7 World Population 63
Unit 8 Celebrations 73

REVISION TEST 1 (units 1 - 8) 81

Unit 9 The Post Office 86
Unit 10 Nature in Danger 94
Unit 11 Sources of Energy 104

Progress Test 3 (Units 9 - 11) 113

Unit 12 The Asian Games 118
Unit 13 Hobbies 126
Unit 14 Entertainment 133

Progress Test 4 (Units 12 - 14) 141

Unit 15 Space Conquest 146
Unit 16 The Wonders of the World 155

REVISION TEST 2 (Units 9 - 16) 163

Answer Key 169

Unit 1 Friendship

Theme	Friendship
Vocabulary	Description adjectives: appearance, character, ...
Pronunciation	/ dʒ / and / tʃ /
Writing	Write about a friend: appearance, character & personality
Grammar	Infinitive with and without *to*, Perfect Infinitive

❖ Some verbs are followed by **to-infinitive**. Some of these are: *decide, expect, hope, want, pretend, agree, refuse, promise, manage, intend*, etc.

E.g.: - *We decided **to learn** English instead of French.*

To-infinitive is also used in the structure: It + be + adj. + to-infinitive.

E.g.: - *It's useful **to know** a foreign language.*

❖ Some verbs are followed by **bare-infinitive**. These include: *make, let, have*, and *help* (*help* can be followed by either to-infinitive or bare-infinitive).

E.g.: - *My parents **made** me **study** hard.*

Also, verbs of sensation like *feel, hear, see* and *watch* can be followed by **object + bare-infinitive**, implying that the action is complete.

E.g.: - *I **saw** Jane **enter** the office. (I saw the whole action.)*

(These verbs can also be followed by object + present participle. In this case the action may be either complete or incomplete.

E.g.: - *I saw them playing football in the yard.*)

❖ **To-infinitive** is also used as a post-modifier for a noun or noun phrase, as in:

E.g.: - *Would you like something **to drink**?*
- *Armstrong was the first person **to set foot** on the moon.*

❖ **To-infinitive** is also used to express purpose, the purpose of the action in the main clause.

E.g.: - *Tam is learning English **to study** abroad.*

(The purpose of "learning English" is "to study abroad".)

❖ Perfect Infinitive

Perfect infinitive is used instead of a present infinitive to emphasise that the action has already happened.

E.g.: - *She is believed* ***to have finished*** *the assignment.*

Sometimes present infinitive and perfect infinitive can be used interchangeably.

E.g.: - *Jane is said* ***to win / to have won*** *the competition.*
- *She is thought* ***to have done*** *her homework. (not *to do)*

I. PRONUNCIATION

Exercise 1: Tick (✓) the correct column for the consonant sounds of the words given. A word may have more than one tick. The first one has been done as an example.

Consonant sounds Words	/ dʒ /	/ tʃ /
change	✓	✓
orange		
chair		
journalist		
jump		
future		
adjust		
challenge		
actual		
charge		

Exercise 2: Circle the word in each line that has the stress pattern as indicated. The first one has been done as an example.

1. oO A. certain B. friendship [✓ C. perhaps]
2. Oo A. whisper B. pursuit C. attract
3. Ooo A. quality B. suspicion C. important
4. oOo A. loyalty B. influence C. acquaintance

5. ooO A. intimate B. entertain C. constancy
6. Oooo A. relationship B. adequately C. hospitable
7. oOoo A. mathematics B. intelligent C. understanding
8. ooOo A. hospitable B. appreciate C. conversation

II. VOCABULARY

Exercise 1: Match a word in column A with a suitable meaning in column B. The first one has been done as an example.

A	B
1. acquaintance	a. most important quality
2. intimate	b. speak very softly
3. essence	c. a person you know but not a close friend
4. unselfish	d. doubt
5. loyalty	e. showing concern for others, not only thinking of one's own interests
6. suspicion	f. being a very close and friendly relationship
7. whisper	g. done by each towards the other
8. mutual	h. being true and faithful

Exercise 2: Complete the following sentences with a suitable form of a word in the list above. The first one has been done as an example.

1. Jack an Jill are .... friends, not brother and sister.
2. .... understanding is essential for true friendship.
3. They regarded his suggestion with .... as it didn't seem practical to them.
4. Tom is an old .... We used to live next door to each other.
5. The .... of the problem is that we can't afford to buy such an expensive machine.
6. "Whatever they say, I still trust you," he .... in her ear.
7. The children have to swear an oath of .... to the country when they join the union.
8. Being ...., Tim helped the little boys out of the trouble and allowed them to stay overnight.

Exercise 3: Complete the chart with the correct forms of the words. The first one has been done as an example.

Noun	Verb	Adjective	Opposite
acquaintance	....	....	
....	intimate	....	
....		....	unselfish
....		constant	....
loyalty		....	
....	pursue		
capability		....	....
pleasure	....	....	*unpleasant*

III. GRAMMAR AND STRUCTURE

Exercise 1: Read the sentences below and underline the correct option in each pair. The first one has been done as an example.

0. Why don't you let the boy *go / to go*?
1. Sorry I can't go with you. I have lots of work *do / to do*.
2. Elton John is said *have / to have* millions of clothes.
3. The shop assistant seems *be / to be* very helpful.
4. I had my friend *repair / to repair* the bike for me.
5. Our teacher made us *work / to work* hard every day.
6. It was great *hear / to hear* from Mai and Hanh again.
7. Jim was made *do / to do* the assignment again.
8. Paul and Jean said they saw you *borrow / to borrow* the book yesterday.

Exercise 2: Rewrite each of the following sentences in such a way that it has the same meaning as the sentence preceding it. The first one has been done as an example.

0. I have to finish all these reports before going home.

I have all ....*these reports to finish before going home.*..........

1. Joe's sister didn't let him use her car.
   Joe was not allowed ....

2. 'Would you like something to eat?'
   She offered to give ....

3. Mike took his car to the garage to repair.
   Mike had the garage ....

4. This coffee is so hot that I can't drink it.
   This coffee is too ....

5. My parents force me to do my homework every night.
   My parents make ....

6. There's not much you can do in the countryside.
   There's nothing much ....

7. Ann has to do some housework before going out.
   Ann has some ....

8. Jill offered to help us without hesitation.
   Jill was willing ....

Exercise 3: Some of the following sentences are correct. Some have a word missing. Tick (✓) the correct sentences and for those that are incorrect, add a suitable word in the right place. The first one has been done as an example.

...... 0. We still have lots of exercises $\overset{\textit{to}}{/}$ do.

...... 1. I'm glad hear that you have got a job.

...... 2. Everyone expects her to come and join them.

...... 3. Mr Minh never allows anyone smoke in his office.

...... 4. You shouldn't help your friend tell lies to father.

...... 5. You're likely catch a cold if you don't keep yourself warm enough.

...... 6. Her father is difficult to please.

...... 7. I find it very interesting study English.

...... 8. Is it possible have a picnic here in the park?

..... 9. I saw Nam feed the cats yesterday.

..... 10. It's very kind of you let us stay overnight.

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the best option to fill in each of the gaps.

Friends Again – Forever!

Marry Allen was my best friend – like the sister I never had. We did (1)............. together: piano lessons, movies, swimming, horseback riding.

When I was 13, my family moved (2)............. . Mary and I (3)............. in touch through letters, we saw each other on special occasions – like my wedding and Mary's. Soon we were busy (4)............. children and moving to new homes, and we wrote less often. One day a card that I sent came back stamped "Address Unknown." I had (5)............. idea how to find Mary.

Over the years, I thought of Mary often. I wanted to (6)............. stories of my children and then grandchildren. And I needed to share my sorrow when my brother and then my mother died. There was an empty place in my heart (7)............. only a friend like Mary could fill.

One day I was reading the newspaper when I (8)............. a photo of a young woman who looked a lot like Mary and (9)............. last name was Wagman – Mary's married name. "There must be thousands of Wagmans," I thought, but I wrote to her anyway.

She called as soon as she got my letter. "Mrs Tobin!" she said excitedly. "Mary Allen Wagman is my mother." Minutes later I heard a voice that I recognised instantly, even after 40 years. We laughed and cried and caught up on each other's lives.

Now the empty place in my heart is filled. And there's one thing that Mary and I know for sure: We won't (10)............. each other again!

1. A. something B. everything C. anything D. nothing
2. A. out B. in C. on D. away
3. A. kept B. lost C. held D. contacted
4. A. at B. with C. looking D. for
5. A. some B an C. no D. the
6. A. speak B. have C. talk D. share
7. A. that B. what C. where D. who
8. A. heard B. looked C. watched D. noticed
9. A. whose B. the C. his D. who
10. A. forget B. have C. lose D. remember

Exercise 2: Read the text below and do the exercises that follow.

Interviewer: Are people ever surprised that your best friend is an ex-boyfriend?

Pauline: Yes, most of my friends think it's very unusual. They think it's difficult to stay friends with someone after you've broken up.

Interviewer: Do you agree?

Pauline: Well, I think it depends on two things. First, it depends how you break up. For example, if you boyfriend leaves you for another girl, then you feel terrible, and you may not want to stay friends with him.

Interviewer: But this didn't happen to you?

Pauline: No, both Dave and I wanted to break up, because we could see that the relationship didn't work. There wasn't anybody else involved.

Interviewer: And what else does it depend on?

Pauline: Well, I think it's also difficult to stay close friends when one of you gets a new partner. For example, if Dave starts going out with another girl, he'll want to spend all his time with her, and won't have so much time for me. Or perhaps I won't get on with his new girlfriend, or she won't get on with me.

Interviewer: But that hasn't happened to you either, has it?

Pauline: Well, in fact Dave doesn't know, but I've just met someone new, and we've been out together a few times. I haven't told Dave about it yet, but I suppose I'll have to soon.

Interviewer: Do you think that'll be a problem?

Pauline: Maybe, he's quite jealous.

Interviewer: Well, good luck! And I hope your relationship continues.

Pauline: So do I!

A. Following are words and phrases from the text. Match a phrase in A with its suitable meaning in B.

A	B
1. ex-boyfriend	a. come to an end

2. unusual	b. showing resentment of possible rivals in love
3. break up	c. former boyfriend
4. get on with	d. strange; rare
5. jealous	e. have a friendly relationship with

B. Read the statements about Pauline and Dave, and say if they are True (T) or False (F). Tick (✓) the correct box.

	T	F
1. Pauline and Dave are best friends now.	....	....
2. Most of her friends find it common to have an ex-boyfriend as a best friend.	....	....
3. Pauline and Dave broke up because of another girl.	....	....
4. According to Pauline, it's difficult to stay close friends if one of the two people has a new partner.	....	....
5. Pauline has been out with a new partner recently.	....	....
6. Dave doesn't know that Pauline gets a new partner.	....	....
7. Pauline thinks it's not necessary to tell Dave about it.	....	....

V. WRITING: Describing a friend

To have a good description, you should move from first impressions to more detailed knowledge of the character. Your paragraph outline can look like this:

Outline	**Examples**
General impression: broad outlines of appearance	small, thin, middle-aged
Details of appearance	white complexion, beard, brown eyes, wearing casual clothes
Generalisation about / description of character	self-confident and outgoing
Details and examples of behaviour and habits	is always cheerful and smiling, stops to talk to everyone he meets, whistles as he walks along the street

Exercise 1: Put the descriptive words in the box into the correct column.

square
blond
friendly
black
straight
mustache
young
smartly dressed

curly
well-built
long
bald
glasses
old
wavy

good-looking
tall
T-shirt and jeans
shy
middle-aged
round / roundish
average build
outgoing

talkative
overweight
thin
medium height
fat
beard
18

Physical Features (appearance)	Face shape	round,
	Body type / Size & shape (height, weight, ...)	
	Hair style	
	Hair colour	
	Age	
	Clothes	
	Other	mustache,
Personality Features		

Exercise 2: Rewrite these descriptions using fewer, longer sentences by using linking words for description like *with*, *which*, *who*, or *and*.

1. He was an old man. He had grey hair. He had a long beard. He wore dark, horn-rimmed glasses. He looked very serious.

....

....

2. Tom's father was a plump gentleman. He looked kindly. He was old.. He had a moustache. He wore an old jacket. It smelt of tobacco. He used to get up early, before anyone else. He used to smoke a pipe in the garden before breakfast.

....

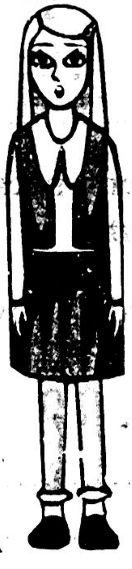
....

....

....

Exercise 3: Read the descriptions of four people and match them with the correct pictures.

1. She was a tall, thin girl with long straight blonde hair, a round face, round blue eyes, and a small nose. She was neatly dressed in a blouse and a skirt.
2. He was tall and thin. He had a square face with small brown eyes, a moustache, and curly hair. He was always smiling. He was neatly dressed in a suit and bowtie.
3. She was a slim young women of medium height, with curly, shoulder-length fair hair. She had an oval face, and a big, straight nose. She was elegantly dressed in a suit.
4. He was of medium build, with a roundish face, and short dark hair. He had a smile for everyone. He was casually dressed in jeans and a T-shirt.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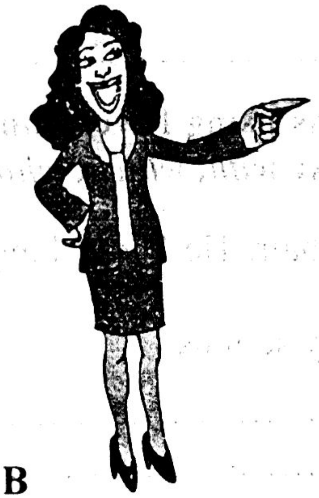
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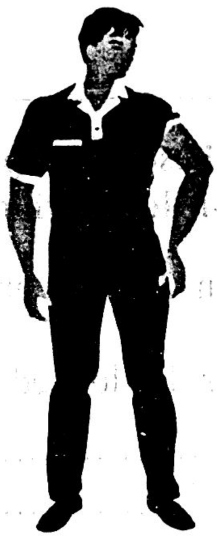
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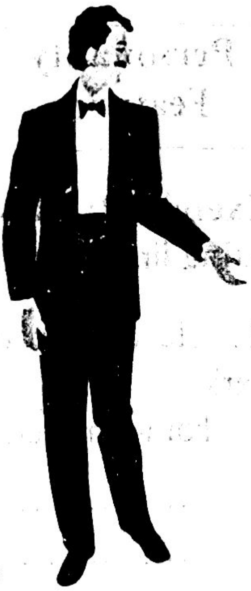
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Unit 2 Personal Experiences

Theme Personal Experiences

Vocabulary glance, sneaky, thief, make a fuss, …

Pronunciation / m /, / n / and / ŋ /

Writting Write a personal letter to describe a past experience.

Grammar Present Tense indicating past time

- *The story is about a little girl who **lives** with her grandmother.*

Tense review: past simple, past progressive, past perfect

- *When I **came**, Tom **was sleeping** but the others **had gone**.*

❖ **Past simple** (V-ed / V_2) is used for an action happening at a specific time in the past, often indicated with ***last** (week)*, ***yesterday**, **at** 7:00, **in** 1999, **ago***, etc.

E.g.: - *We **started** the new school year two weeks **ago**.*

Past simple is also used for a chain of actions in the past.

E.g.: - *He **got up**, **put on** his hat, and **left** without saying a word.*

❖ **Past progressive** (was / were + V-ing) is used to express an action happening at a point of time in the past.

E.g.: - *I **was doing** my homework **at 8 p.m. last night**.*

Past progressive is also used to express an action that was in progress when another action happened.

E.g.: - *They **were watching** TV when their friends **came**.*

❖ **Past perfect** (had + past participle) is used for an action that happened / completed before another action in the past.

E.g.: - *Tom **had finished** his task before he **went** to bed.*

I. PRONUNCIATION

Exercise 1: Choose the best answer to each of the following question by circling the corresponding letter.

1. 'Thank' contains the .... consonant sound.

A. / m / B. / n / C. / ŋ /

2. Which of the following doesn't contain the / n / sound?
   A. sing B. than C. happen

3. What is the sound that 'meeting', ' single', and ' morning' have in common?
   A. / ŋ / B. / m / C. / n /

4. Which of the following contains a silent letter as *h* in 'hour'?
   A. stop B. idol C. decide

5. Which of the following contains an initial consonant sound?
   A. extremely B. glance C. honour

6. Which of the following has a different final sound?
   A. decided B. looked C. stand

7. Which of the following gives the correct stress pattern of 'experience'?
   A. **Ex**perience B. ex**PE**rience C. expe**RIENCE**

8. Which of the following has a different vowel sound?
   A. home B. note C. dollar

Exercise 2: Put the words in the correct column according to their stress pattern.

Words		●•	•●	●••	•●•
sneaky	decide	....	decide	....	....
exactly	pointed	....	....	....	....
personal	stolen	....	....	....	....
appear	imagine	....	....	....	....
attitude	affect	....	....	....	....
practice	correct	....	....	....	....
excited	complain	....	....	....	....
summary	computer	....	....	....	....

II. VOCABULARY

Exercise 1: Complete each of the sentences with the correct form of the word given in CAPITAL. The first one has been done as an example

0. Alice felt very ..*embarrassed*... as she found out the money was not hers. **EMBARRASS**

1. She thought the boy .... her money. **STEAL**
2. The little girl was found guilty of .... **THIEF**
3. To understand these paintings, you need to use your ....
IMAGINE
4. It is considered to be impolite to ask .... questions.
PERSON
5. The children were jumping about in .... as their parents agreed to take them to the water park. **EXCITE**

Exercise 2: Choose the option that is closest in meaning to the underlined word or phrase in each sentence. The first one has been done as an example.

0. The boy glanced at me and turned away.
A. shouted [✓ B.] took a quick look
C. looked angrily D. laughed

1. The boy glanced at me and turned away.
A. looked in another way B. moved to another place
C. got off (the bus) D. sat down

2. I decided not to make a fuss and just take my money back.
A. make a noise B. complain strongly
C. make worse D. make a decision

3. There was a sneaky look on his face.
A. very sad B. blank
C. ... in a deceptive way D. embarrassing

4. The girl took the notes in the boy's bag and put them in hers.
A. notebooks B. index cards
C. writings D. money

5. "I bought it with the money you gave me for my birthday," she replied.
A. complained B. answered
C. whispered D. suggested

III. GRAMMAR AND STRUCTURE

Exercise 1: Put the verbs in brackets into the correct past tense: past simple, past progressive or past perfect.

1. I .... (watch) TV when Tony .... (phone).

2. Someone .... (take) my bag while I ....

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IC/1871

(try) to buy the tickets.

3. What .... (the headmaster, just say) then?

   I don't know. I .... (not, listen).

4. It .... (rain) outside and the children .... (sleep), so they .... (decide) not to go.

5. The play .... (start) when we .... (arrive).

6. He .... (leave) the office only after he .... (finish) his work.

7. Janet .... (write) to her cousin when he .... (walk) through the front door.

8. When Tom .... (finish) his dinner, everyone else .... (go) to bed.

Exercise 2: Read the sentences and underline the most suitable verb form in each sentence. The first one has been done as an example.

0. There was a power cut while we *ate* / *were eating* in a big restaurant.
1. Jane was angry with her brother because he *wasn't telling* / *hadn't told* her the truth about Ken.
2. Jim suddenly remembered he *forgot* / *had forgotten* to lock the door.
3. Who *was talking* / *talked* at the time of the crash?
4. The police got to the bank as fast as they could, but the robbers *disappeared* / *had disappeared*.
5. The boy admitted he *was breaking* / *had broken* the shop window.
6. Harry *read* / *was reading* a newspaper when he saw an advertisement for scuba diving.
7. Jim *looked* / *was looking* up and *saw* / *was seeing* a big bird .
8. I *had thought* / *was thinking* about something else when the teacher called on me.

Exercise 3: Tick (✓) the sentences which are correct, and correct the ones which are wrong. Underline the error and write the correct form in the space provided.

0. Joe met his wife while he worked in Hanoi. ..*was working*...
1. The lights went out when we were having dinner. ....

2. Jane was knowing she was being followed on her way home. ....

3. While my brother worked for the health service he decided to give up smoking. ....

4. I didn't know you had changed your phone number. ....

5. By the time we got out of the traffic jam, the performance was starting. ....

6. They didn't go for a picnic yesterday because it was raining. ....

7. Alex read a book when he heard a strange noise. ....

8. The little boy played a computer game when his parents came home. ....

III. READING COMPREHENSION

Exercise 1: Read the text below and fill in each blank with a suitable word from the box.

rest	**enough**	**get**	**assistant**	**embarrassing**
turn	**mess**	**to pay**	**without**	**a box of**

Something really (1)................. happened to me in a local shop. I had to (2)................. some groceries for my mum and went in on my rollerblades. When I went (3)................., I slid and dropped (4)................. eggs – two of them broke and the (5)................. went rolling everywhere. A shop (6)................. cleared up the (7)................. and got another box. That was bad (8)................. but when it was my (9)................. at the checkout again I realised I had come out (10)................. my purse.

Exercise 2: Read the story below and then do the exercises that follow.

When I was twelve, I was not a great lover of school. One morning, I decided that I would rather take the day off school, so when I got downstairs I told my Mum that I had a stomach-ache. However, my Mum didn't believe me, and told me if I really had a stomach-ache then I'd have to go to the doctor's, hoping this would scare me into going to school. It didn't! I went to the doctor's and the doctor did believe me. He believed me so much that he sent me to hospital!

a. Decide if the statements below are true (T) or false (F). Tick (✓) the correct box.

T F
☑ ☐ 0. When he was 12, he didn't love school very much.
☐ ☐ 1. He wanted to stay home because he had a stomach-ache.
☐ ☐ 2. His mother thought he was lying because he just wanted to stay home.
☐ ☐ 3. His mother thought he would go to school if she told him to see a doctor.
☐ ☐ 4. He went to the doctor's because he felt scared.
☐ ☐ 5. The doctor didn't believe what he said.

b. Answer the following questions by circling the correct options.

1. *Why did he tell his mother he had a stomach-ache?*
   A. Because he felt sick.
   B. Because he didn't want to go to school.
   C. Because he loved school.

2. *Why did his mother send him to the doctor?*
   A. Because she didn't believe him.
   B. Because she thought he was sick.
   C. Because he had a stomach-ache.

3. *Why did he go to see the doctor?*
   A. Because he had a stomach-ache.
   B. Because if he refused to he had to go to school.
   C. To have his stomach examined.

4. *Why did the doctor send him to hospital?*
   A. Because he suffered from a stomach-ache.
   B. To help him have a day off school.
   C. Because he thought the boy was suffering from a stomach-ache

V. WRITING

Exercise 1: This is a story by a teenager about her embarrassing experience at a shop. Make meaningful sentences to complete the story, using the words given.

1. mum / I / be / Berwick / shopping

   ....

2. we / go past Boots / I / see / big sign / above / CDs / say 'Free'

   ....

3. so I / go in / take / one

   ....

4. I come out / mum / horrify / ask / what I / think / I / do / shoplift / like that

   ....

5. I / tell / about / sign / she / point out / in small letters / underneath / it / say 'when you / buy / lipstick'

   ....

6. I / feel / stupid / especially / mum / make / take / back / shop

   ....

Unit 3 A Party

Theme	Parties
Vocabulary	anniversary, gift, celebrate, ...
Pronunciation	/l/, /r/ and /h/
Writing	Write an informal letter of invitation
Grammar	Infinitive and Gerund, Passive Infinitive and Gerund

- While some verbs are followed by to-infinitive (See Unit 1), other verbs are followed by **gerund** (V-ing). Common verbs of these are: enjoy, avoid, deny, admit, suggest, fancy, postpone, delay, miss, risk, etc.

  E.g.: - *We **decided to hold** a farewell party.*
  - *My brother doesn't **enjoy going** to parties.*

- **Passive Infinitive** is the infinitive phrase of a passive verb form following verbs that take a to-infinitive. Some verbs that can be used with a passive infinitive are: *hope, want, refuse, agree, expect, pretend.*

  E.g.: - *I hope **to be given** the job this time.*

- **Passive Gerund** is the gerund phrase of a passive verb form following verbs that take a gerund. Some verbs that can be used with a gerund passive are: *enjoy, mind, avoid, admit, deny.*

  E.g.: - *Joe doesn't mind **being called** 'Piggy'.*

I. PRONUNCIATION

Exercise 1: Circle the two words in each line that have the same consonant sound. The first one has been done as an example.

0. [✓ horse] hour [✓ home]
1. hair honour whole
2. land pray reason
3. rhythm heal cherry
4. family celebration talk
5. party lorry river

Exercise 2: Match the words in the three columns which have the same vowel sounds.

party	birthday	blow
finish	house	noise
bird	partner	serve
joke	present	card
flower	joyful	about
friend	family	give
toy	home	end

II. VOCABULARY

Exercise 1: Word search

Find 09 words related to parties in the word search and write them in the spaces given below. There are four parties and five things you can find at a party. The words go forwards or backward, up or down, or diagonally.

A	N	N	I	V	E	R	S	A	R	Y
F	B	I	E	N	D	Y	W	E	L	O
I	I	D	S	W	A	R	D	O	O	F
G	R	G	P	U	E	F	I	Y	F	E
D	T	S	I	C	U	D	A	N	K	R
P	H	I	F	A	Q	X	D	V	K	T
S	D	A	C	A	K	E	R	I	U	F
F	A	R	E	W	E	L	L	O	N	I
I	Y	B	O	B	K	I	S	T	E	G
R	I	U	A	C	A	N	D	L	E	C

Parties:

1. ....
2. ....
3. ....
4. ....

Things:

5. ....
6. ....
7. ....
8. ....
9. ....

Exercise 2: Complete each sentence with a suitable word in the box. The first one has been done as an example.

anniversary	celebrate	divorced
blow	married	special

0. We didn't use to ...celebrate.... the solar new year but we do now.

1. They held a party for Lisa and bought her a bike as a .... gift.

2. Our school is celebrating its 110th .... this year. There will be lots of activities to be held for the students and teachers of all generations.

3. The couple have been .... for over twenty years and they are still living with his parents in the same house.

4. Close the door or the candles will .... out.

5. Jane doesn't love Larry any more but refuses to get .... for the sake of her children.

III. GRAMMAR AND STRUCTURE

Exercise 1: Put the verbs in brackets into the -ing form or the infinitive. Sometimes both are possible.

1. Did you manage .... (finish) the assignment on time?

2. Jack avoid .... (hit) the cat and crashed his car into the lamp post.

3. They agreed .... (help) us with the shopping for tomorrow's party.

4. Few people enjoy .... (live) in big cities although it provides them with lots of opportunities.

5. What do you intend .... (do) when you finish high school?

6. Today most children start .... (learn) English at a very young age.

7. Don't risk .... (drive) so fast!

8. It was just a misunderstanding. I didn't mean .... (hurt) you.

9. The people were forced .... (leave) their houses and village.

10. We missed .... (see) him off because of the heavy traffic.

Exercise 2: Choose the correct form by underlining the suitable phrase in *italics*. The first one has been done as an example.

0. Tom refused *to drive* / *to be driven* to school. He preferred driving himself.

1. Joe expected *to award* / *to be awarded* the first prize in the competition.

2. The old woman was so angry that she demanded *to see / to be seen* the manager.

3. The president agreed *to interview / to be interviewed* this weekend.

4. I like *to take / to be taken* to the zoo.

5. Do you intend *to tell / to be told* your parents about the accident?

6. The suspect refused *to question / to be questioned* without his lawyer.

7. He pretended *not to see / not to be seen* her when she entered the room.

8. We hope *to give / to be given* a pay rise this month.

9. They offered *to put / to be put* us up for the night, which was very kind of them.

10. My little brother doesn't want *to tell / to be told* what to do.

Exercise 3: Choose the most suitable phrase to complete each of the sentences below. The first one has been done as an example.

A. ☐ to be given
0. The children enjoyed B. ☑ being given presents at Christmas.
C. ☐ giving

A. ☐ to be offered
1. The little child hoped B. ☐ being offered something to eat at the party.
C. ☐ to offer

A. ☐ to forget
2. Jane admitted B. ☐ forgetting to lock the door last night.
C. ☐ being forgotten

A. ☐ to be asked
3. We don't mind B. ☐ to ask to perform in front of an audience.
C. ☐ being asked

A. ☐ being punished
4. Hey, stop or you'll risk B. ☐ to be punished by your grandparents.
C. ☐ punishing

A. ☐ to be given
5. Helen promised B. ☐ giving us information about the band.
C. ☐ to give

A. ☐ being locked
6. The dog seems B. ☐ to lock out in the cold all night.
C. ☐ to be locked

A. ☐ to be awarded
7. I'll never forget B. ☐ being awarded the first prize in the
C. ☐ to award
competition. It was wonderful!

A. ☐ to be robbed
8. The old woman claimed B. ☐ to rob of her purse in the street.
C. ☐ being robbed

Exercise 4: Choose the verb that best completes each of the following sentences. The first one has been done as an example.

0. Do you .... being asked to be an MC at Joe's wedding?
[✓ A.] remember B. hope C. suggest

1. Tom can't .... being criticised in front of the class. Such a thing seems too much for him.
A. help B. mind C. stand

2. Jane .... being beaten by her step mother.
A. refused B. agreed C. denied

3. Mr Tan .... to be appointed head of the department when Mr Hai retires.
A. regrets B. wishes C. intends

4. The pop star turned and walked in another way to .... being photographed by the journalists.
A. avoid B. let C. suggest

5. Ann's parents .... her to be offered a position in the new company.
A. expect B. refuse C. remember

6. Unlike his sister, Bob .... being driven to school.
A. bares B. prefers C. wants

7. These old cars .... to be checked and serviced before you can use them.
A. need B. want C. seem

8. The boy .... to be kidnapped by a group of people, which made his parents very worried.
A. began B. admitted C. pretended

IV. READING COMPREHENSION

Exercise 1: Read the text below and complete each blank with a suitable word in the box.

book
delicious
generous
amazed
outing
planning
venue
non-stop

PLANET HOLLYWOOD

Are you (1).............. a special celebration - a birthday, maybe, or a school (2)..............? If you are, why not (3).............. a table at Planet Hollywood? The food is great. Take a look at the menu and you will be (4).............. how many dishes you can choose from. The starters are (5).............. Then, for your main course, you can have meat, pasta or vegetarian food. The plates are very (6).............. so none of your guests will go hungry! While you eat, you will be surrounded by (7).............. entertainment including video clips of the latest blockbusters and movie previews. Planet Hollywood also has the largest collection of movie memorabilia in the world. All in all, a party at this (8)....... .... is an event to remember!

Exercise 2: Read the text and then answer the questions.

Dear David,

I am just writing to say how much I enjoyed your party at the weekend. I didn't see you when I left, which is why I'm writing to thank you now. There was a really good atmosphere and we all had a wonderful time.

You must have spent ages getting everything ready. The food was wonderful and the cocktails you prepared were out of this world. It was a really good idea to have the music and the dancing in the garden, too. Brilliant!

Anyway, thanks again. It was an evening I'll never forget. When I have had the film developed, I'll send you the best pictures.

Love,

Helen

1. This is a letter of ....
   A. apology B. thanks C. invitation
2. The phrase "out of this world" in line 6 is closest in meaning to ....
   A. absolutely wonderful B. tasteless
   C. very strange D. from another place
3. It can be inferred from the text that ....
   A. The party was held last night.
   B. The writer didn't enjoy the party very much.
   C. The writer didn't say goodbye to the host when leaving the party.
   D. She likes the food but not the drinks.
4. All of the following can be inferred from the text EXCEPT ....
   A. David took lots of photos at the party.
   B. Helen promised to send David some pictures taken at the party.
   C. The people at the party were dancing in the garden.
   D. Helen thought it took David a long time to prepare everything.

V. WRITING

Exercise 1: This is a letter of invitation from Jill to her friend. Make meaningful sentences using the prompts given to have a complete letter.

Dear Jane,

1. There / dog / cat show / City Stadium / Sunday.

....

2. It / 4:00 p.m.

....

3. you / like / go?

....

4. Give me / call / let / know.

....

Yours,

Jill

Progress Test 1

(Units 1 – 3)

I. PRONUNCIATION AND VOCABULARY

A. Choose the best answer in each sentence. Mark your choice on the answer sheet.

1. Which of the following words contains the sound / dʒ / ?
A. television B. orange C. gain D. child

2. Which of the following words contains the sound / tʃ / ?
A. chemical B. shoes C. chorus D. achieve

3. Which of the following words contains **both** /dʒ/ and /tʃ/ ?
A. changeable B. chair C. range D. generous

4. Which of the following words does **not** contain the sound / ŋ / ?
A. ring B. think C. strength D. rainy

5. Which option gives the correct stress pattern of 'experience'?
A. **IN**vitation B. in**VI**tation C. invi**TA**tion D. invita**TION**

B. Choose the most suitable word to complete each sentence. Mark your choice on the answer sheet.

6. I don't like the .... weather in Hue in winter. You're very likely to catch a cold or flu.
A. changeable B. variation C. difficult D. nice

7. You put Tim in a really .... situation. How could he answer such a question?
A. selfish B. boring C. embarrassing D. intimate

8. Ann and Jim are .... friends. They share everything with each other.
A. closely B. mutual C. intimate D. talkative

9. .... is essential for true friendship.
A. Selfishness B. Unselfishness C. Certainty D. Acquaintance

10. Most Vietnamese people .... Christmas though they are not Christians.
A. celebrate B. interest C. have D. pursue

II. GRAMMAR AND STRUCTURE

A. Choose the option that best completes each sentence. Mark your choice on the answer sheet.

11. The police couldn't find any evidence and had to ....
    A. allow him go　　B. let him go
    C. let him to go　　D. leave him go

12. As we were all tired and hungry, he offered us something ....
    A. for eating　　B. eating
    C. eat　　D. to eat

13. Joe finally admitted .... for not doing his homework.
    A. to be punished　　B. being punished
    C. be punished　　D. that he punished

14. Yesterday Tom was made .... after school.
    A. stay　　B. staying
    C. to stay　　D. stays

15. When they .... at the meeting, everyone .... home.
    A. arrived / went　　B. had arrived / went
    C. arrived / had gone　　D. arrive / has gone

16. It's very kind of you .... these homeless children.
    A. to look after　　B. look after
    C. for looking after　　D. looking after

17. Mike often repairs the car himself, but today he had the garage ....
    A. do it　　B. does it
    C. repairs it　　D. to repair it

18. The project is supposed .... by the end of the month.
    A. to complete　　B. to be completed
    C. completing　　D. being completed

19. Tim .... TV when his parents came home.
    A. watched　　B. had watched
    C. had been watching　　D. was watching

20. The little children agreed .... us with the housework.
    A. to be helped　　B. to help
    C. being helped　　D. helping

B. For each sentence from 21 to 30, choose the option A, B, C or D that is closest in meaning to the sentence in bold.

21. **"Thank you but I can't take this money," said the boy.**
    A. The boy refused taking the money.

B. The boy refused to take the money.
C. The boy refused to thank and take the money.
D. The boy thanked him but refused taking the money.

22. **Ann has to finish ten more letters before she can go home.**
A. Ann has ten more letters which she finishes before going home.
B. Ann has ten more letters before she goes home.
C. Ann has ten more letters to finish before going home.
D. Ann can't go home after she has ten more letters finished.

23. **"Call me *copy cat* if you like. I don't mind," she said.**
A. She doesn't mind being called *copy cat*.
B. She didn't mind to be called *copy cat*.
C. She didn't mind calling *copy cat*.
D. She doesn't mind being called her *copy cat*.

24. **"I hope they will offer me a better job soon," said Julia.**
A. Julia hopes to being offered a better job soon.
B. Julia hopes to offer a better job soon.
C. Julia hopes to be offered a better job soon.
D. Julia hopes being offered a better job soon.

25. **"No, nobody has told me about the plan," Tom said.**
A. Tom said nobody had told him about the plan.
B. Tom refused to be told about the plan.
C. Tom denied being told about the plan.
D. Both A and C are correct.

26. **Alex didn't want to go to the club any more, so he stopped.**
A. Alex stopped to go to the club because he didn't want to.
B. Alex stopped going to the club because he didn't want to.
C. Alex didn't stop because he wanted to go to the club.
D. Alex didn't stop going to the club.

27. **Paul expects that they will promote him soon.**
A. Paul expects to be promoted soon.
B. Paul expects to being promoted soon.
C. Paul expects to promote them soon.
D. Paul expects being promoted soon.

28. **Tom had locked the door before he left.**
A. Tom locked the door and then left.
B. Tom left before locking the door.
C. Tom left and then locked the door.
D. Tom locked the door first after he left.

29. **"I love weight-lifting. I won't give up."**
   A. Jane said she loves weight-lifting and won't give it up.
   B. Jane refused to take weight-lifting.
   C. Jane said she loved weight-lifting and refused to give it up.
   D. Both A and C are correct.

30. **When we got there, everyone had left the house.**
   A. We got there before everyone left the house.
   B. Everyone left the house when we got there.
   C. Everyone left the house after we arrived.
   D. When we arrived, there was nobody in the house.

READING COMPREHENSION

A. Read the text and choose the best option for each gap. Mark your choice on the answer sheet.

An Unlucky Day

Last Sunday was definitely not a good day for me. It all started when I got into my car and it refused (31) .... I immediately (32)............... that I had left the lights on and the battery had gone (33)............... . I telephoned my friend George and he came round and helped me (34)............... the car. I then drove into town (35)............... a friend. I had (36)............... to meet him at six thirty, but by the time I got there, it was ten past seven and my friend was not there. I waited for him for an hour (37)............... the freezing weather, but he didn't come. When I returned to my car, I saw that someone had broken into it, probably looking for the radio. Luckily, I never leave the radio in the car! (38)............... nothing I could do but get into my car and drive home. Later I spoke with my friend and (39)............... that he had waited for only half an hour and left. He didn't even apologise (40)............... not waiting for me longer!

31. A. to start   B. starting   C. to run   D. running
32. A. studied   B. found   C. realised   D. thought
33. A. flat   B. out   C. wrong   D. round
34. A. move   B. run   C. start   D. drive
35. A. seeing   B. to see   C. visit   D. visiting
36. A. decided   B. known   C. considered   D. arranged
37. A. in spite   B. despite   C. however   D. because of

38. A. There has B. There was C. There are D. There have
39. A. invented B. found C. recognised D. discovered
40. A. to B. at C. for D. about

B. Read the text below and choose the best answer to each question. Mark your choice on the answer sheet.

A FRIEND IN NEED ...

There have been a series of thefts of property and money in Jane's school, and various things seem to have disappeared. Nobody has admitted to the crime, so the police have been called in. They are investigating the problem, but so far nobody has been **arrested** for the crime.

One day Jane came to see her best friend, Ann. She was out, and her mother asked Jane to wait in her room. As Jane waited for her to come home, she started looking around, and decided to have a look at some of her books. Jane **came across** a calculator which was taken from school a week ago.

Jane doesn't know what to do. She doesn't want to lose a friend. She doesn't want to **break up** her family – Ann already has enough trouble with her dad. On the other hand, theft is a serious crime, and the police are involved. If she **ignores** it, she will disappoint her other school friends. If she tells the police, she will be drawn in. What would you do if you were Jane?

Notes:

arrest (v.): bắt giữ
come across (v.): tình cờ nhìn thấy/bắt gặp
break up (v.): làm đổ vỡ
ignore (v.): tảng lờ, làm ngơ

41. What is the problem in Jane's school?
    A. Many students have disappeared.
    B. There have been lots of thieves in the school.
    C. Lots of things and money have been stolen.
    D. The police have been questioning people.

42. It can be inferred from the text that
    A. Nobody has been found guilty of the crime.
    B. The police have arrested somebody.
    C. Somebody has admitted stealing these things.
    D. The police are trying to find out what the problem is.

43. According to the passage, which of the following is true?
   A. Jane and Ann are good friends.
   B. Jane was not home when Ann came to see her.
   C. Jane found a stolen object in Ann's room.
   D. Both A and C.

44. Which of the following is **not** mentioned as being stolen from school?
   A. Property
   B. Thefts
   C. Money
   D. A calculator

45. Which of the following can**not** be inferred from the passage?
   A. Jane finds it hard to decide what to do.
   B. Ann and her dad don't get on very well.
   C. Jane won't tell the police about what Ann has done.
   D. Theft is considered a serious crime.

Jokingly ...

At a restaurant

- Waiter, what are these coins doing in my soup?
- Well, sir, you said you would stop coming to this restaurant unless there was some change in the meals.

Unit 4 Volunteer Work

Theme	Volunteer Work
Vocabulary	volunteer, orphanage, overcome, handicapped, ...
Pronunciation	/ w / and / j /
Writing	A Letter expressing gratitude
Grammar	Gerund and Present Participle; Perfect Gerund and Perfect Participle

❖ **The gerund** and **the present participle** have exactly the same form, that is, verb + ing: working, running, etc.

❖ **The gerund** functions as a noun and, therefore, it can be used in the following ways:

1. as subject of a sentence:
   - ***Learning*** *English is fun.*
2. as complement of a verb:
   - *My hobby is* ***collecting*** *stamps.*
3. after prepositions:
   - *She is interested in* ***reading***.
4. after certain verbs, such as *enjoy*, *stop*, *avoid*, *suggest*, *admit*, etc.
   - *He enjoys* ***eating*** *out.*

❖ **The present participle** or **active participle** indicates action. It can be used:

1. to form the continuous tenses:
   - *We are* ***learning*** *English.*
2. as adjectives:
   - *English is an* ***interesting*** *subject.*
3. to replace a relative pronoun + verb:
   - *People* ***who need*** *financial help ... = People* ***needing*** *financial help ...*
4. to replace subject + verb in other main or subordinate clauses:
   - ***Having graduated*** *from university, Minh began looking for a job.*
5. after verbs of sensation in the structure: verb + object + present participle. These include: see, hear, feel, smell and listen, notice and watch.
   - *I saw him* ***walking*** *to school every day.*
6. after *have + object*, and *catch / find / leave + object*:

- *She **had** him **waiting** in the rain for hours.*
- *They **caught** him **stealing** their money.*

7. after *go, come, spend, waste, be busy*:
   - *I'll **go shopping** with you later.*
   - *We should **spend** about 10 minutes a day **studying** English.*

❖ **Perfect Gerund** is the gerund of the perfect form : **having + p.p**; it can be used instead of the present gerund form when we are referring to a past action.

- *Joe admitted **having broken** the vase.*

❖ **Perfect Participle (having + p.p; active)** is the present participle of the perfect form. It can be used instead of the present participle to replace a main clause, when one action is immediately followed by another with the same subject, emphasising that the first action is complete before the second one starts.

- ***Having finished** his homework, Tom watched TV.*

I. PRONUNCIATION

Exercise 1: Circle the word with a different initial sound. The first one has been done as an example.

0.	wish	why	[✓ who]	were
1.	want	whole	high	whose
2.	with	winter	one	whom
3.	yeah	young	jean	university
4.	once	wait	own	oneself
5.	useful	yesterday	youth	understand
6.	your	judge	unique	yet
7.	weak	whoever	wholesale	house

Exercise 2: Underline the stressed syllable in these words. The first one has been done as an example.

0. nation
1. student
2. participate
3. mountainous
4. suffer
5. volunteer
6. organisation
7. museum
8. believe
9. comfort
10. orphanage
11. disaster
12. understand
13. difficult
14. vacation

II. VOCABULARY

Exercise 1: Find a synonym or an explanation in column B for a word in column A. The first one has been done as an example.

A	B
1. handicapped	a. take part
2. suffer	b. give up (one's) work
3. remote	c. disabled
4. participate	d. offer without being paid
5. retire	e. far away
6. volunteer	f. experience (sth unpleasant)

Exercise 2: Complete each of the sentences below with the correct form of a word from the list in Exercise 1 above. The first one has been done as an example.

0. It is difficult for ..*handicapped*.. children to integrate and study with other children.
1. Are you going to .... in the campaign to help poor people organised by the social workers?
2. The people in the flooded areas are .... from lack of water and food.
3. Many old people enjoy working for a charity after they ....
4. During the summer vacation, the students worked as .... social workers, helping to educate the children at the local orphanage.
5. Hai has been working in .... areas for several years and finds it useful to help the people there.

III. GRAMMAR AND STRUCTURE

Exercise 1: Complete each of the following sentences with a suitable gerund of the verbs from the box. The first one has been done as an example.

tell	~~listen~~	take	eat	go
swim	cook	watch	live	help

0. My classmates enjoy ......*listening*........ to pop music.
1. Tony regrets .... his boss about his problem.
2. I like .... and table tennis.
3. .... in a big city has many advantages as well as disadvantages.
4. Before .... a trip, Paul had his car checked carefully.
5. Instead of .... and .... at home as usual, we went out to enjoy some international food.
6. Have you considered .... away for a holiday? You've been working hard.
7. Like me, my brother prefers .... old films.
8. Would you mind .... me with the washing up?

Exercise 2: Complete each of the following sentences with a suitable present participle of the verbs from the box. The first one has been done as an example.

~~talk~~	wait	arrive	move	fish
say	play	steal	talk	stand

0. I saw John .....*talking*....... to your sister yesterday.
1. The man .... to the headmaster is my uncle Tom.
2. He walked out of the room, not .... a single word.
3. .... late, Joe apologised to the teacher and promised to be on time in future.
4. Today, many young children spend most of their time .... computer games.
5. The little boy felt something .... under the pillow.
6. The shopkeeper caught him .... things.
7. When we got home, we found her .... at the door, ... for us.
8. Tim and I went .... last week. It was wonderful.

Exercise 3: Read the sentences below and underline the correct form of gerund or participle (present or perfect) in italics, sometimes both forms are possible. The first two have been done as examples.

0. They have stopped *smoking* / *having smoked.*

00. *Taking* / *Having taken* off her shoes, Anna tiptoed into the room.

1. Have you finished *writing* / *having written* that accounting report?

2. Harry denied *breaking* / *having broken* the window.

3. We saw some boys *sleeping* / *having slept* on the park benches.

4. Do you regret *listening* / *having listened* to your cousin?

5. I wasted the whole day *trying* / *having tried* to persuade Mike not to leave school.

6. *Holding* / *Having held* the rope with one hand, he stretched out the other to the boy in the water.

7. James fell, *striking* / *having struck* his head against the door.

8. When we arrived, they were busy *painting* / *having painted* their house.

9. *Failing* / *Having failed* the driving test twice, Dave didn't want to try again.

10. *Knowing* / *Having known* that Tom is a liar, Tim doesn't believe a word he says.

Exercise 4: Read the sentences above again and decide if the V-ing phrases are gerund or participle. The first two have been done as examples.

0. They have stopped *smoking* / *having smoked.*

smoking → gerund

00. *Taking* / *Having taken* off her shoes, Anna tiptoed into the room.

Taking / *Having taken* → present / perfect participle

Exercise 5: Rewrite the following sentences using a present participle or a perfect participle. When both forms are acceptable, use both. The first one has been done as an example.

0. Jack rushed out of the house as soon as he finished eating his breakfast.

→ ...*Having eaten his breakfast*............., Jack rushed out of the house.

1. He was waiting outside when they arrived at the office.

→ They found him ....

2. I left and let Nam continue talking to the guests.
   → I left Nam ....

3. We watched them when they were playing chess.
   → We watched ....

4. Peter uses very little time to study his lessons.
   → Peter doesn't spend ....

5. Sheila went out and slammed the door behind her.
   → Sheila went out, ...

6. As she has been to the city before, Jane feels confident and comfortable.
   → ...., Jane feels confident and comfortable.

7. She closed the door and rushed to the car.
   → ...., she rushed to the car.

8. The boy threw a stone and broke the window.
   → The boy threw a stone, ...

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the word that best fits each of the spaces.

A Year with Overseas Volunteers

I was with Overseas Volunteers (OV) for a year after leaving university, and I was sent to an isolated village in Chad, about 500 kilometres from the capital N'Djamena. Coming from a rich country, I got quite a shock, as conditions were much harder than I had (1)............ . But after a few days I soon got used to (2)............ there. The people were always very friendly and helpful, and I soon began to appreciate how (3)............ the countryside was.

One of my jobs was to supply the village with water. The well was a long walk away, and the women used to spend a long time every day (4)............ heavy pots backwards and forwards. So I contacted the organisation and arranged to (5)............ some pipes delivered. We built a simple pipeline and a pump, and it worked first time. It wasn't perfect – there were a few leaks, but it made a great difference to the villagers, who had never had running water before. And not (6)............ did we have running water, but in the evenings it was hot, because the pipe had been (7)............ in the sun all day.

All in all, I think my time with OV was a good experience. Although it was not well-paid, it was well (8)............ doing, and I would recommend it to anyone who was (9)............ working for a charity.

Finally, there's one more reason why I'll never (10)............ working for OV. A few months before I left, I met and fell in love with another volunteer, and we got married when we returned to England.

1.	A. felt	B. planned	C. found	D. expected
2.	A. live	B. lived	C. living	D. lives
3.	A. beautiful	B. good-looking	C. handsome	D. sweet
4.	A. fetching	B. wearing	C. carrying	D. holding
5.	A. make	B. let	C. have	D. allow
6.	A. hardly	B. only	D. scarcely	D. also
7.	A. lied	B. lay	C. laying	D. lying
8.	A. worth	B. value	C. cost	D. price
9.	A. thinking	B. considering	C. going	D. planning
10.	A. regret	B. feel sorry	C. miss	D. lose

Exercise 2: Read the text and then do the exercises that follow.

Voluntary Service Overseas

VSO

VSO is a registered charity dedicated to assisting in developing countries. More specifically, it is a recruitment agency which finds, selects and places volunteers in response to overseas requests.

This work makes it distinctive among other charities and organizations in the UK. It sends people, not money, so that its services are, in effect, entirely complementary to the efforts being made by agencies like Oxfam, Christian Aid and Save the Children Fund with whom it often works directly.

VSO tries to respond to requests from overseas which ask for volunteers. Its bias is firmly towards the poorest members of the community and it takes great care to avoid undermining job opportunities for local people.

Both staff and volunteers also pay special attention to women's roles in development projects. This is because women's roles in child-rearing, in education and community cohesion are essential in any healthy process of change.

Over the past 38 years, more than 21,000 volunteers have worked abroad with VSO. There are now over 1,900 volunteers working in 59 of the less developed countries in Africa, Asia, the Pacific and the Caribbean.

The application of each volunteer is carefully considered in order to select and interview candidates against each job request from the field, to seek the person with the right blend of skills and personality.

VSO, the work

VSO volunteers do not go to developing countries as visiting experts with all the answers. It is always a process of sharing and learning. The aim is that when the volunteer returns home, there exists a community with a stronger sense of independence and self-reliance ... and a volunteer with a new understanding and appreciation of life and people everywhere. The range of jobs required of VSO is wide - reflecting the needs of any society in the modern world.

a. Find the words or phrases in the reading which mean the following. The numbers in brackets show the paragraph number. The first one has been done as an example.

0. devoted to ......*dedicated to*...... (1)
1. helping .... (1)
2. in fact .... (2)
3. favour; partiality .... (3)
4. destroying; weakening gradually .... (3)
5. mixture; combination .... (6)

b. Read the text and choose the best answer to each question.

1. VSO is different from other charities and organizations in the UK because it
   A. is a registered body.
   B. sends financial aid to developing countries.
   C. sends volunteers to help abroad.
   D. recruits volunteers to work in Britain.

2. Requests from overseas most likely to be dealt with are those which
   A. specifically ask for female staff and volunteers.
   B. require volunteers to work with the local inhabitants.
   C. require help and advice on health care.
   D. need help to train less wealthy members of the community.

3. According to those who work for VSO, who plays the most important part in bringing about change?
   A. charitable organizations
   B. volunteers from abroad
   C. women in local communities
   D. staff who recruit volunteers

4. What happens when VSO wants to appoint new volunteers?
   A. They give preference to applicants living abroad.
   B. They give each applicant several interviews.
   C. They refer applications to countries requesting volunteers.
   D. They match all applicants to jobs very carefully.

5. The volunteer chosen to go out to a developing country
   A. must have experience of working overseas,
   B. will quickly become an expert in the field.
   C. will gain more knowledge about the world we live in.
   D. must leave the country before it becomes independent.

V. WRITING

A thank-you letter may look like this:

- o Salutation / Opening
- o Expressing thanks and appreciation for what has been done
- o Saying how useful / helpful the thing or work is
- o Expressing thanks / gratitude once again
- o Writing a social note
- o Closing and Signature

Exercise: Complete the following thank-you letter by using one word in each space.

Dear Tony,

Thank (1)........... very much (2)........... the Liverpool shirt you bought (3)........... for Christmas. It's really nice.

I've (4)........... it lots of times already. I also got some new football boots (5)........... Mum and Dad, so I can wear them together. I hope you had a nice Christmas (6)............

Please (7)........... my love to Erica.

Love,
Adam

Unit 5 Illiteracy

Theme	Illiteracy, problems and solutions
Vocabulary	illiteracy, universalism, eradication, remote, combat, ...
Pronunciation	/ pl / , / bl / , / pr / and / br /
Writing	Describing information in a table
Grammar	Reported Speech with Infinitive Form

❖ **Reported Speech** with the **Infinitive form** is often used in reporting *requests* and *commands*, *advice*, *promises*, *agreement*, *refusal*, and *offers*.

- *"Stop talking!" said the teacher.*
  *The teacher told him **to stop** talking.*
- *"I'll come to see you again," she said.*
  *She promised **to come** to see us again.*

❖ Verbs that are often used in reported speech with the infinitive form are the following:

Verb + to-infinitive: *agree, decide, offer, promise, refuse, threaten*
Verb + object + to-infinitive: *advise, ask, tell, invite, remind*

❖ We can also use ***want to know*** to report questions:

- *"How long have you worked here?" he asked.*
  *He **wanted to know** how long I had worked there.*

I. PRONUNCIATION

Exercise 1: Circle the word with a different sound in each line.

pl	1.	plane	plot	blame	pleasant
	2.	plug	problem	player	plum
bl	3.	blouse	plough	blow	blank
	4.	plight	blind	blanket	bleed
pr	5.	proud	promote	province	brown
	6.	promise	provide	bride	pride
br	7.	bread	praise	bright	brave
	8.	brief	bring	brush	priest

Exercise 2: In each line, find and circle the word that has the same stress pattern as the word provided. The first one has been done as an example.

0.	com$\overset{\bullet}{\text{plete}}$	country	[✓ campaign]	ethnic	family
1.	$\overset{\bullet}{\text{pro}}$blem	against	country	require	mature
2.	pro$\overset{\bullet}{\text{mo}}$tion	education	literacy	expression	difficult
3.	$\overset{\bullet}{\text{re}}$levant	vacation	society	agreement	adequate
4.	mi$\overset{\bullet}{\text{no}}$rity	material	regulation	academic	honorable
5.	eradi$\overset{\bullet}{\text{ca}}$tion	illiteracy	uneducated	effectively	popularity

II. VOCABULARY

Exercise 1: One of the words in each group is not normally used with the word or words in capital letters. Underline the item that does not fit. The first one has been done as an example.

0.	**COMPLETE**	a form	the work	the time

You can *complete a form* (fill in the form) or *complete the work* (finish the work) but you cannot *complete the time*.

1.	**ERADICATE**	crime	a house	illiteracy
2.	**PROMOTE**	education	friendship	illiteracy
3.	**RELEVANT**	population	information	materials
4.	**MINOR**	errors	parts	passage
5.	**EDUCATE**	materials	people	the public
6.	**ILLITERATE**	letters	children	preparation
7.	**STRUGGLE**	for power	a campaign	with somebody

Exercise 2: Complete each of the sentences below with a suitable word in the box. The first one has been done as an example.

relevant	eradicate	educate
promote	~~minor~~	struggle

0. Your essay is quite good but it contains some ...*minor*.... errors that need to correct.
1. Living in the wild, animals have to .... for survival.
2. You need to have all the .... documents ready when you apply for a visa.
3. The local government is trying hard to .... bird flu in the area.
4. This organisation works to .... friendship between nations.
5. It's essential to .... the public about the importance of forests and other natural resources.

III. GRAMMAR AND STRUCTURE

Exercise 1: Rewrite each sentence, beginning as shown, so that the meaning stay the same. The first one has been done as an example.

0. "You should see a doctor, Hoa."
   She advised ...*Hoa to see a doctor*...
1. "If you like, I'll help you clean the windows," Joanne said.
   Joanne offered ....
2. "We'll tell Bruno about the party," said Tom and Jerry.
   Tom and Jerry promised ....
3. "Why did you change your job?" Lam asked Linh.
   Lam wanted ....
4. "Be quiet," said the mother to her sons.
   The mother told ....
5. "Can you remember to post the letter?" Pat said to Jean.
   Pat reminded Jean ....
6. "You can go home now, boys."
   The man allowed ....
7. "Sure. I'll go out with you, Sue" Joe said.
   Joe agreed ....
8. "Thank you, but I can't take this money," said the little boy.
   The little boy refused ....

Exercise 2: Put a form of one of the verbs from the box into the space in each sentence. The first one has been done as an example.

advise	remind	refuse	decide
agree	promise	offer	advise

1. "I really think you ought to take a rest."
   He ...*advised*.... me to take a rest.
2. "OK, I'll pick you up at seven tonight," said Mark.
   Mark .... to pick her up at seven that night.
3. "Don't forget to feed the cats, Jim."
   Mrs Young .... Jim to feed the cats.
4. "If I were you, I would take that job," said James' father.
   James' father .... him to take that job.
5. "I'll look after the plants. Don't worry!"
   Lucy .... to look after the plants.
6. "No, sorry, I don't want to lend you my notes."
   Paul .... to lend Tom his notes.
7. "Want me to give a hand with the washing up?"
   Nora .... to help with the washing up.
8. "Right. I'll take a bus to work."
   Alice .... to take a bus to work.

Exercise 3: Match a direct sentence 1 - 8 with a suitable reported sentence a - h. The first one has been done as an example.

1. "Do this exercise carefully."
2. "You'd better stop smoking."
3. "Drive carefully!"
4. "Would you like something to drink?"
5. "What do you want for a birthday present?"
6. "I won't help you with that exercise."
7. "Help her with that exercise."
8. "I'll bring you some drink."

   a. She reminded us to drive carefully.
   b. She offered to give us some drink.

c. He asked me to help her with that exercise.

d. He told us to do that exercise carefully.

e. He promised to bring us some drink.

f. They advised me to stop smoking.

g. He refused to help her with that exercise.

h. He wanted to know what I wanted for a birthday present.

1. ..*d*... 2. .... 3. .... 4. .... 5. .... 6. .... 7. .... 8. ....

IV. READING COMPREHENSION

Exercise 1: Read the text and decide if the statements are True (T) or False (F) according to the information given, or No Information given (NI). Write T, F or NI in the space provided.

Adult Illiteracy

Over two-thirds of the world's 785 million illiterate adults are found in only eight countries (India, China, Bangladesh, Pakistan, Nigeria, Ethiopia, Indonesia, and Egypt); of all the illiterate adults in the world, two-thirds are women; extremely low literacy rates are concentrated in three regions, South and West Asia, Sub-Saharan Africa, and the Arab states, where around one-third of the men and half of all women are illiterate.

.... 1. Over two-thirds of the world's population are illiterate.

.... 2. There are approximately 800 million adults in the world who cannot read and write.

.... 3. Only eight countries have illiterate adults.

.... 4. There are no illiterate adults found in European countries.

.... 5. There are more illiterate women in the world than men.

.... 6. Literacy rates are very high in South and West Asia.

.... 7. About one-third of the women in the Arab states are illiterate.

.... 8. High illiteracy rate is due to poverty and low standard of living.

.... 9. Only about two-thirds of the men in the Arab states can read and write.

.... 10. Compared with the other continents, Asia and Africa have a high rate of adult illiteracy.

V. WRITING

To write a description of the information from a table, we should include the following:

1. An introduction sentence
   E.g.: The table describes the literacy rates in Sunshine country from 1998 to 2007.
2. The kind of changes (increase or decrease)
3. The period of time involved
4. A comparison of different sets of information

Some useful language:

1. Some verbs often used in introduction sentence:
   describes / shows / represents / illustrates / indicates / reveals
2. Some phrases used to describe changes:

Verb + adv.		**Adj. + Noun**	
rise	slightly	slight	rise
increase	steadily	steady	increase
go up	sharply	sharp	decrease
decrease	gradually	gradual	decline
decline	dramatically	dramatic	fall
go down	significantly	significant	drop
fall			
drop			

Some other phrases: *remain the same, remain unchanged, remain stable, fluctuate between ... and ..., experience some fluctuations*

3. Between 1998 and ...
   In 1999 ...
   Since 2005 ...
4. compared with ...
   in comparison with ...
   more / fewer / ... than ...

Exercise: Complete the report about the literacy rates in Sunshine country using the information in the table.

	1998	2002	2004	2007
Lowlands	50 %	53 %	56 %	95 %
Midlands	70 %	75 %	80 %	85 %
Highlands	50 %	45 %	40 %	30 %

The table illustrates the literacy rates in Sunshine country in the period from 1998 to 2007. It is clear from the table that the literacy rates in (1)................. and Midlands increased over the period. In the Lowlands, there was a (2)................. between 1998 and (3)................. . But from (4)................. to 2007, the number of literate people (5)................. from 56 % to 95 %. The number of literate people in Midlands showed a (6)................. over the (7)................. period.

On the contrary, the number of literate people in (8)................. declined (9)................. from 50 % in 1998 to only (10)................. in 2007.

Unit 6 Competitions

Theme	Competitions
Vocabulary	representative, stimulate, sponsor, announce, spirit , ...
Pronunciation	/ tr / , / dr / and / tw /
Writing	Writing a letter to ask for or give information
Grammar	Reported Speech with the Gerund

- **Reported Speech** with **the gerund form** is often used in reporting *suggestion, apology, thanks, denial, regret, accusation, insistence, admission/confession* and *congratulation.*

  - *"What about going fishing?" Tim said.*
    *Tim suggested **going** fishing.*
  - *"Sorry, I'm late," she said.*
    *She apologised for **being** late.*

- Verbs that are often used in reported speech with the gerund form are the following:

  Verb + *-ing* form: *deny, suggest, regret, admit*
  Verb + preposition + *-ing* form: *apologise for, congratulate on, insist on, thank for.*
  Verb + object + *-ing* form: *accuse SO of, warn SO against*

I. PRONUNCIATION

Exercise 1: Which sound /tr/ , /dr/ or /tw/ is found in these sentences? How many of them in each sentence? The first one has been done as an example.

/dr/ ..2... 0. The director was fined for drinking and driving yesterday.

/ /....... 1. Using public transport like trains or trams can help avoid traffic jams.

/ /....... 2. The driver dropped them near the park as he couldn't find the address.

/ /....... 3. The twins have been separated twice since they were twelve.

/ / .... 4. You can't see stars twinkling in the sky at twilight.

/ / .... 5. We observed some twists and turns in the economy of the two countries by the end of the twentieth century.

/ / .... 6. He travelled abroad to attend a training course on heart transplanting.

Exercise 2: Put the words in the correct columns below according to their stress patterns. The first one has been done as an example.

athletic	competition	participate	remember
stimulate	encourage	understanding	enjoyment
activity	wonderful	suggestion	physical
competitive	stimulation	information	apologise

oOo	Ooo	oOoo	ooOo
athletic	....	....	....
....	....	....	....
....	....	....	....
....		....	....
....			

II. VOCABULARY

Exercise 1: Choose the word or phrase that is closest in meaning to the underlined word in each sentence. The first one has been done as an example.

0. The competition was aimed to stimulate the learning spirit among students.
   A. represent [✓ B.] encourage
   C. announce D. enjoy

1. The competition was sponsored by the Students' Parents Society.
   A. stimulated B held
   C. organised D. financially supported

2. The judges will observe and score the students' performance.
   A. watch carefully B. complete
   C. question D. examine carefully

3. One student was nervous and had difficulty reciting the poem.
   A. inventing B. creating
   C. saying ... from memory D. composing

4. Hung apologised for not being able to complete the poem.
   A. thanked everyone B. said sorry
   C. complained D. felt sorry

5. Win or lose is not important; it's the enjoyment we have that is worth trying.
   A. performance B. excitement
   C. enthusiasm D. joy and pleasure

Exercise 2: Complete each of the sentences below with a suitable word given in bold. The first one has been done as an example.

1.	**compete**	a.	Kay was very happy although she only came second in the writing ..*competition*..
	competition	b.	All the .... were eager to know the results
	competitive	c.	The company has to .... with many big companies for the contract.
	competitors	d.	This shop offers .... prices and attracts lots of customers.
2.	**stimulates**	a.	Coffee and tea are just mild .... Don't worry. They won't have much effect.
	stimulation	b.	Praise often .... students to make greater efforts.
	stimulants	c.	The students find his lessons very ....
	stimulus	d.	The learning atmosphere full of .... will get students involved more in the lesson.
	stimulating	e.	Your words of praise were a .... for the students to try harder.
3.	**disappoint**	a.	Tom's father is never .... with his exam results. He always gets the highest grades.
	disappointing	b.	Don't .... us by breaking your words again.
	disappointed	c.	Her performance was most .... I expected it to be much better.
	disappointment	d.	To our ...., it rained heavily after the opening ceremony.

III. GRAMMAR AND STRUCTURE

Exercise 1: Rewrite the sentences, using reported speech and beginning as shown, so that the meaning stay the same. The first one has been done as an example.

0. "It's not me. I didn't tell Jim about our plans."
   Tim denied ...*telling / having told Jim about their plans*..................
1. "Let's go out and enjoy the nice weather," Rita said to her friend.
   Rita suggested ....
2. "I haven't finished the assignment yet. I'm really sorry."
   He apologised ....
3. "It's you who took my bag," said the old man to the boy.
   The old man accused ....
4. "It's not true. I didn't take your bag."
   The boy denied ....
5. "Why don't we ask our teacher for help?"
   Jack suggested ....
6. "No, no, I really must sit for the test."
   She insisted on ....
7. "If only I had told him the truth!"
   Jane regrets ....
8. "All right, it's true, I was too afraid to join you."
   He admitted ....

Exercise 2: Match the sentences (1 - 8) below with their functions (a - h). the first one has been done as an example.

0. "Sorry, I'm late."
1. "Thank you for helping us."
2. "Shall we go shopping?"
3. "You should join the English club."
4. "I'm sorry I didn't tell you about it earlier."
5. "Would you like something to eat?"
6. "Yes, you're right."
7. "I'll let you know about it soon."

8. "I wish I had studied my lessons last night."

a. making a suggestion
b. giving advice
c. regretting / feeling regret
d. thanking
e. making a promise
f. making an apology
g. making an agreement
h. making an offer

0. ..*f*.. 1. ..... 2. ...... 3. ...... 4. ...... 5. ...... 6. ...... 7. ...... 8. ......

IV. READING COMPREHENSION

Exercise 1: Read the text and complete each of the blanks with ONE suitable word. The first one has been done as an example.

When everything had been ready, athletes (0)....*began*.... their competitions. They tried as (1).................. as they could to (2).................. past records and set (3).................. ones. There was an award presentation right (4).................. each event. The winners were awarded gold, (5).................., or bronze medals for their records.

Field events (6).................. as pole vault, javelin, swimming, and weightlifting fascinated a lot (7).................. people. Thousands of spectators gathered inside the stadiums; millions of TV (8).................. crowded in front of their televisions to watch (9).................. TV programmes of important events or international football matches.

Correspondents sent (10).................. and pictures to their newspapers and sports magazines through communication satellites right after each game.

Exercise 2: Read the text and then do the exercises that follow.

The Competition

The national championships are in two months. I'll have been in hard training for just over fourteen weeks by then. When I say hard, I mean it. I estimate that I will have done about four and a half thousand laps of the track in my fourteen week training period. Young athletes from all over the country will be attending, all of whom will, like me, be hoping to **impress** the national coaches. I've been thinking about what I am going to do before the races start. People say you have to put the crowd and other competitors out of your mind. You are supposed to focus on warming up but I want to remember every face. Coaches tell you not to think about winning, just running – but I'm going to. My parents are going to be there to watch me. I hope I'll be able to do my best because their help has been important and I would really like to make them proud of me. I won't know until next week when we start timing my runs seriously what chance of winning I have. My friends say that I am an optimist and, even though it will be my first time at a big competition such as this, I think that I can get one of the first three places. This would be good enough for me to be considered for selection for the national team before the end of the year.

1. When will the national championships take place?
   A. in two months' time.
   B. within two months.
   C. in over fourteen weeks' time.
   D. in over three months' time.
2. What can be inferred about the writer?
   A. He hasn't been training hard enough.
   B. He has been training for over five weeks now.
   C. He will be in hard training for 14 more weeks.
   D. He has done over four thousand laps of the track.
3. The word 'impress' in the reading is closest in meaning to ....
   A. follow
   B. have a favourable effect on
   C. learn from
   D. concentrate on
4. According to the text, the writer ....
   A. is going to do as coaches tell him.
   B. wants to be proud of his parents.
   C. is going to think about winning.
   D. is sure to win the competition.
5. It can be inferred from the text that ....
   A. the competition is held for young athletes nation-wide.
   B. the writer's parents are going to compete in the competition.

C. the writer won't know when they start timing his runs.
D. the writer is said to have been selected for the national team.

V. WRITING

Letters to ask for information can be organised as follows:

- Opening / Greeting
- Purpose of letter (why you are writing it)
- List of things that need clarifying
- Closing and ending

Letters to give information can be organised like this:

- Opening / Greeting
- Thanks for letter (Thanks for asking questions, …)
- List of explanations or clarifications of information asked about
- Closing and ending

Progress Test 2

(Units 4 – 6)

I. PHONETICS

A. Identify the word whose underlined part is pronounced differently from that of the others.

1. A. mow B. clown C. tower D. flour
2. A. comfort B. overcome C. home D. flood
3. A. minority B. illiterate C. eradicate D. county
4. A. read B. clean C. meant D. meet
5. A. sponsor B. score C. contest D. apology

B. Identify the word that has the primary stress on a position different from that of the others.

6. A. volunteer B. competition C. eradicate D. disadvantage
7. A. orphan B. donate C. remote D. museum
8. A. literacy B. mountainous C. effective D. honourable
9. A. vacation B. promotion C. expand D. relevant
10. A. apologize B. stimulate C. reciting D. announce

II. VOCABULARY AND GRAMMAR

A. Choose the word or phrase that best completes each of the following sentences.

11. .... means 'a serious situation that needs immediate action'.

A. Emergency B. Earthquake
C. Suffering D. Medical care

12. .... means 'unable to read or write'.
A. Unreadable B. Literate
C. Illiterate D. Problematic

13. .... mean 'degrees or certificates awarded for medical training and experience'.
A. Medical qualities B. Medical staff
C. Medical relief D. Medical qualifications

14. Putting on my shoes, ...
A. the person chatted to me. B. I chatted to the boy next to me.
C. the coach chatted to us. D. we chatted to the coach.

15. Ann asked me .... anything to her parents.

A. not to say	B. don't say
C. to not say	D. that I didn't say

16. No one would recommend .... truant.

A. playing	B. to play
C. having played	D. to have played

17. John regrets .... the class meeting yesterday.

A. not attending	B. having not attended
C. not having attended	D. either A or C

18. .... to such a big party before, he was a bit nervous.

A. Not being	B. Not going
C. Not having been	D. Having not been

19. The doctor suggested .... more exercise every day.

A. to take	B. taking
C. having taken	D. to have taken

20. Jack promised .... me repair my bike.

A. helping	B. having helped
C. to help	D. to have helped

B. Choose the sentence (A, B, C or D) that is closest in meaning to the sentence in bold.

21. **"If I were you, Rob, I would go by train," said Peter.**
A. Peter asked Rob to go by train.
B. Peter advised Rob to go by train.
C. Peter said to Rob that he would go by train.
D. Peter suggested Rob going by train.

22. **"The weather's so nice. Let's go fishing instead."**
A. He said the weather was so nice and they would go fishing instead.
B. He suggested that the weather was so nice that they went fishing.
C. He suggested going fishing instead because the weather was so nice.
D. He said the weather was so nice and suggested to go fishing.

23. **Because he had already paid in advance, Mike felt he should do something.**
A. Having already paid in advance, Mike felt he should do something.
B. Already paying in advance, Mike felt he should do something.
C. To have already paid in advance, Mike felt he should do something.
D. Mike felt he should do something, having already paid in advance.

24. **"Where in the city are you staying?" she asked.**
A. She asked if where in the city I was staying.
B. She asked me where in the city was I staying.
C. She wanted to know where in the city I was staying.
D. She told me where in the city I was staying.

25. **"No, it was not me who told the teacher about it," Joe said.**
A. Joe refused to have told the teacher about it.
B. Joe said it was not him telling the teacher about it.
C. Joe denied to tell the teacher about it.
D. Joe denied having told the teacher about it.

C. Choose the underlined part (A, B, C or D) that is grammatically incorrect and needs to be changed to have a correct sentence.

26. Our friends encouraged to take part in the bicycle race.
A B C D
27. Not have read the instructions, the boy didn't know how to use the tool.
A B C D
28. When they came back, they found him being breaking into their house.
A B C D
29. Having breakfast, Tom drank some tea and rushed to his car.
A B C D
30. Not knowing the language and had no friends in the area, she found it
A B C
difficult to get by.
D

III. READING COMPREHENSION

A. Read the passage and choose the option (A, B, C or D) that best completes each space.

Lewis Retains Title

The world heavyweight (31)..............., Lennox Lewis, successfully (32)...............his title against American Evander Hollyfield last night. Right from the (33)............... start Lewis had Hollyfield in trouble and at the (34)............... of the first round, Hollyfield clearly very relieved to get back to his corner. The bell went for the second round and Lewis immediately knocked his (35)............... down with a huge right hand and it seemed only a (36)............... of time before Lewis would win by a knock-out. But Hollyfield (37)............... and as the fight (38)............... he got increasingly stronger, (39)............... the champion serious problems. (40)............... the end, it went the full twelve rounds and Lewis was quite relieved to win on points.

31.	A. champion	B. championship	C. winner	D. fighter
32.	A. protected	B. defeated	C. defended	D. saved
33.	A. first	B. very	C. early	D. best
34.	A. stop	B. end	C. finish	D. tail
35.	A. friend	B. partner	C. enemy	D. opponent
36.	A. matter	B. issue	C. problem	D. concern
37.	A. revived	B. restored	C. recovered	D. came to
38.	A. went on	B. happened	C. took place	D. went over
39.	A. caused	B. causing	C. to cause	D. having caused
40.	A. At	B. On	C. From	D. In

B. Read the passage and then choose the best answer to each of the questions.

Fighting back

Every newspaper carried the picture of Diane Modahl returning early from the 1994 Commonwealth games after the announcement of a positive dope test, following her compelling victory in the 800 metres. The journalists were waiting at Heathrow Airport to see this talented athlete get off the plane, now a sad figure in a yellow jumper and dark glasses. The media them camped outside her front door, turning her home into a prison.

She found sanctuary at the home of one of her sisters but there was no escaping the bewildering events of the next fourteen months, during which the former Commonwealth 800-metres champion received a four-year ban from athletics. Modahl protested strongly that she was innocent ('there were times when I nearly went crazy with rage and frustration') and she received strong support from fellow British athletes, such as Linford Christie and Sally Gunnell, who both refused to believe that she had taken the drug testosterone. She presented her evidence – that a mistake had been made in her test sample – at a trial in December 1994, but was found guilty of drug abuse. During her time away from athletics, the only bright spot in her life was having a baby girl, called Imani. She and her husband manager kept on fighting for an appeal, and new scientific evidence convinced the British Athletic Federation that the testing laboratory in Lisbon had indeed made mistakes. The victory was sweet, but it had been a long time coming.

41. According to the reading passage, Diane was found guilty of ....
    A. her compelling victory.

B. taking dope.
C. winning the 800 metres.
D. a dope test.

42. Which of the following is true about Diane after the game?
A. She was kept in prison.
B. She was hunted by the journalists everywhere.
C. She was banned from athletics for four years.
D. She had to move to her sisters' houses to live.

43. It can be inferred from the text that Diane received support from ....
A. the British Athletic Federation.
B. the Commonwealth Games staff.
C. her husband and relatives.
D. her fellow British athletes.

44. During her time away from the sport, ...
A. Diane presented her evidence against the accusation.
B. She had a baby girl and enjoyed life with her baby.
C. She protested strongly that she was innocent.
D. She received strong support from her people.

45. All of the following are true EXCEPT ....
A. She had already presented evidence at a trial but was still found guilty.
B. She and her husband gave up fighting for an appeal.
C. The result of the dope test was, in fact, incorrect.
D. Diane finally regained her reputation.

Unit 7 World Population

Theme	Population
Vocabulary	reach, double, resource, raise, , ...
Pronunciation	/ kl / , / gl / , / kr / , / gr / and / kw /
Writing	Interpreting statistics in charts
Grammar	Conditional Sentences

❖ **Conditional Type 1** (Future / Present Possible)

Form:

if clause	***if*** **+ subject + simple present verb** *(**present continuous** and **present perfect** can also be used)*
main clause	**subject +** ***will*** **+ verb** *(other modal verbs like **can, might, should,** ... can be used)*

Use:

The first conditional is used to talk about things which may happen in the present or the future.

Example	Explanation
If it is nice tomorrow, I'll come to see you.	*It may be nice; I may come to see you. This is possible.*
If you've finished the book, I'll return it to the library.	*It is possible that you have already finished the book.*

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma.

❖ **Conditional Type 2** (Present Untrue)

Form:

if clause	***if*** **+ subject + simple past verb**
main clause	**subject +** ***would*** **+ verb**

Use:

The second conditional is used to talk about things which are *unreal* (not true or not possible) in the present or the future -- things which *don't or won't happen*:

Example	Explanation
If I were you, I would drive more carefully in the rain.	*I am not you -- this is unreal.*
We could attend the meeting if we didn't have to work now.	*We have to work now – that is impossible.*

❖ **Conditional Type 3** (Past Untrue)

if clause	main clause	explanation
If I had studied harder,	I would have passed the exam.	*I failed the exam, because I didn't study hard enough.*

Form:

if clause	***if*** **+ subject + past perfect verb (/ had + p.p)**
main clause	**subject +** ***would (or could, or might) have*** **+ p. p)**

Use:

- **The third conditional** is used to talk about things which DID NOT and COULD NOT happen in the past. It is often used to express criticism or regret.
- **The third conditional** is also used to talk about an event that did not happen because of the condition in the "if" clause; it is often used for excuses:

Example	Explanation
If you had saved your money, you could have bought a computer.	Criticism: *You didn't save your money, so now you can't afford a computer.*
If we had played a little better, we could have won the game.	Regret: *We didn't play well, so we lost the game.*
If I had gone with you, you wouldn't have lost your way.	Excuse: *You lost your way because I didn't go with you.*

❖ Conditional in Reported Speech

- **Conditional Type 1**: The tenses change in the usual way.
  - *"If the weather **is** fine this weekend, we'**ll go** for a picnic."*
    *He said if the weather **was** fine that weekend, they **would go** for a picnic.*
- **Conditional Sentences type 2 and 3** remain unchanged in reported speech. No tense changes.
  - *"If I **had** enough money, I **would buy** a computer," he said.*
    *He said if he **had** enough money, he **would buy** a computer.*
  - *"If she **had studied** her lesson, she **couldn't have got** bad marks."*
    *They said if she **had studied** her lesson, she **couldn't have got** bad marks.*

I. PRONUNCIATION

Exercise 1: Put the words in the correct columns according to their consonant clusters. The first ones have been done as examples.

clear	*glide*	*acquire*	*grass*	*cream*
increase	*growth*	*quiet*	*glance*	*quantity*
chlorine	*question*	*glory*	*clothes*	*quit*

kl	**gl**	**kr**	**gr**	**kw**
clear	....	*cream*	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

Exercise 2: Write the number of syllables of each word and underline the syllable that receives the primary stress. The first one has been done as an example.

0. population 4
1. resource ☐
2. repeatedly ☐
3. international ☐
4. scientist ☐
5. probably ☐
6. reaction ☐
7. government ☐
8. available ☐
9. develop ☐

II. VOCABULARY

Exercise 1: Choose a word in the box which can be used appropriately in all three sentences. The first one has been done as an example.

increase	double	figure
reach	~~enough~~	raise

0. The road to the village is not wide .....*enough*..... for cars to come in.

Jane has had ......*enough*..... of her boyfriend; he's so bossy.

Have you made ......*enough*...... copies for all the students and staff?

1. There has been a sharp .... in the number of visitors to the Imperial City since its recognition as part of the world heritage.

   The number of thefts and burglaries in the area seems to be on the ....

   The population of the world is believed to .... fast and reach 7 billion by 2010.

2. The company decided to .... its standards of service in order to compete with foreign companies.

   The pop stars made a world tour to .... funds for charity.

   The workers went on strike to demand a .... in wages.

3. Jean earns .... what his father does.

   .... all the quantities and you'll have enough for ten people.

   The sentence "I don't like nothing" is a .... negative, so it has a positive meaning.

4. They have worked for hours but still can't .... a conclusion.

   Keep all medicines out of .... of the children.

   "You will know better when you .... my age," answered my grandfather.

5. Mike hasn't been able to .... out what's wrong with his computer.

   He used to be a leading .... in the region.

   The .... shows a steady rise in annual income.

III. GRAMMAR AND STRUCTURE

Exercise 1: Put the verbs in brackets into the correct form. The first one has been done as an example.

0. If I ..*hadn't overslept*... (not, oversleep), I .*wouldn't have been*.. (not, be) late for school this morning.
1. If I had more money, I .... (buy) a car.
2. If I .... (be) you, I .... (not, believe) what Ken says.
3. Unless you .... (go) to bed early, you .... (be) tired tomorrow.

4. He .... (send) me a present if he had remembered my birthday.

5. You can't go all that way by car unless you .... (have) two drivers.

6. Jim .... (catch) the plane last night if he .... (get) to the airport on time.

7. OK, then. If the sun .... (shine), we .... (go) for a walk on the beach.

8. If I .... (revise) my lessons last night, I .... (be) able to do the test now.

9. If Tom .... (not, be) so lazy, he .... (study) at a university now.

10. If Jane .... (be) taller, she .... (work) as a model.

Exercise 2: Match an item in column A with one in column B. Make complete sentences using a suitable conditional. Make changes (e.g. using negative form) if necessary. The first one has been done as an example.

A	B
1. the rain forest be destroyed	a. travel around the world
2. the earth's climate be warmer	b. not enough food for everyone
3. I be a millionaire	c. many animals become extinct
4. Tim not old enough	d. there be droughts and famine in Africa
5. world population increase	e. get a better education and life.
6. David win this time	f. be offered the job
7. each family only two children	g. population not increase
8. safe birth-control methods be available	h. earn some money

1. If ..*the rain forest are destroyed, many animals will become extinct*...
2. If ....
3. If ....

4. If ....

5. If ....

6. If ....

7. If ....

8. If ....

Exercise 3: Rewrite the following conditional sentences using reported speech. The first one has been done as an example.

0. "I'll help you if I finish early," she said to me.
   She said ...*she would help me if she finished early.*...........................

1. "If it stops raining, we will go shopping," Hang said.
   Hang said that ....

2. "If I could turn back time again, I would take back the words I said."
   He said ....

3. "You could have won the race if you hadn't fallen," she said to Jim.
   She told Jim ....

4. "If I could reach the stars, I'd give them all to you," Mike said to Ann.
   Mike told Ann ....

5. "If you had told me about the plans, I would have helped you."
   The man said ....

6. "If you lose your card, we will send a new one within 24 hours."
   The clerk told me ....

7. "I wouldn't have met her if I hadn't missed the train that day."
   Joe said ....

8. "If the director agrees, I'll finish the report for you," he said to Nancy.
   He told Nancy ....

9. "If I were you, I wouldn't go there alone," he said.
   He advised me ....

10. "What would you do if you won the lottery?"
    He asked her ....

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the word that best fits each of the spaces.

Recently scientists have become extremely (1).............. about the world's population. The problem is particularly acute in the (2).............. countries. Unfortunately. the natural resources are becoming (3).............. for the support of the increasing population. But the (4).............. of natural resources by (5).............. products is not always possible. Therefore, it is necessary to conserve these valuable resources for as (6).............. as possible. Although the utilisation of artificial products is often important, this is particularly so in agriculture. For without fertilizers it would be impossible to (7).............. food production, even though there is a (8).............. of pollution by their use. One is left with the unsolved (9).............. of larger populations (10).............. more and more food.

1. A. worrying B. worried C. worry D. worries
2. A. developed B. underdeveloped C. industry D. agriculture
3. A. sufficient B. scarce C. adequate D. inadequate
4. A. supply B. provision C. replacement D. change
5. A. artificial B. fake C. imitation D. natural
6. A. far B. long C. distant D. much
7. A. grow B. rise C. go up D. increase
8. A. risk B. fear C. fright D. worry
9. A. question B. problem C. matter D. issue
10. A. asking B. requesting C. inquiring D. requiring

Exercise 2: Read the text and then do the exercises that follow.

The population of the world has increased more in modern times than in all other ages of history combined. World population totaled about 500 million in 1650. It doubled in the period from 1650 to 1850. Today the population is more than 5 billion. Estimates based on research by the United Nations indicate that it will more than double in the twenty-five years between 1975 and the year 2000, reaching seven billion by the turn of the century.

No one knows the limits of population that the earth can support. Thomas Malthus, an English economist, developed a theory that became widely accepted in the nineteenth century. He suggested that because world population tended to increase more rapidly than food supply, a continual strain was exerted upon available resources. Malthus cited wars, famines, epidemics, and other disasters as the usual limitations of population growth.

With recent advances in science and technology, including agricultural methods and great strides of medicine, some of the limiting factors in population growth have been lessened, with obvious results.

International organisations have recommended programmes to encourage general economic development in target areas along with a decrease in birth rates to affect a lasting solution.

a. Find the words in the reading which mean the following. Write them in the space provided.

1. calculations of approximate size of sth ____________
2. applied ____________
3. disease spreading quickly among many people in the same place for a time ____________
4. severe demand ____________
5. reduced ____________
6. good and fast progress ____________

b. Choose the best answer to each of the following questions.

1. According to the passage, what was the world population in 1850?
   A. five hundred million B. one billion
   C. five billion D. seven billion

2. What can be inferred about Thomas Malthus?
   A. He came from England.
   B. He was an economist.
   C. His theory was widely accepted in the nineteenth century.
   D. All of the above.

3. All of the following were mentioned by Malthus as the usual limitations of population growth EXCEPT ....
   A. diseases.
   B. wars and natural disasters.
   C. advances in science and technology.
   D. extreme scarcity of food.

4. According to Thomas Malthus, ...
   A. food supply didn't increase as fast as world population.
   B. there was a continual demand on available resources.
   C. wars, famines, and other disasters contributed to limiting population growth.
   D. All of the above are true.

5. What is recommended as a lasting solution to the population problem?
   A. making wars
   B. advances in science and technology
   C. developing economy and reducing birth rates
   D. improving agricultural methods

V. WRITING

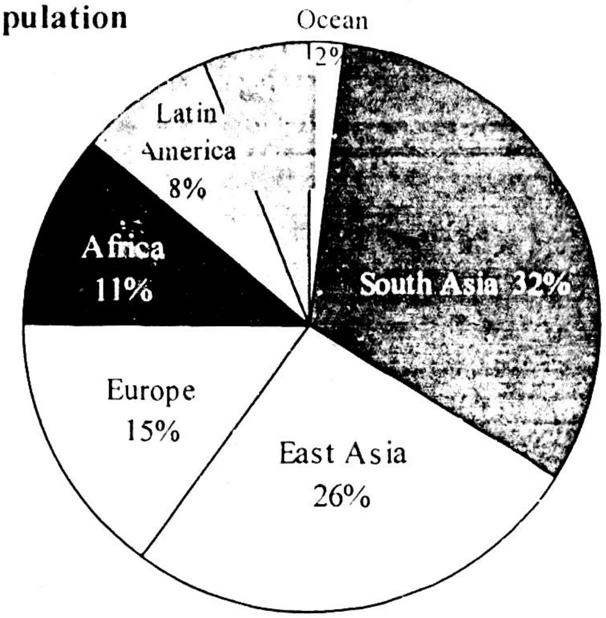
Describing information from charts is similar to describing information from tables. Refer to Writing, Unit 5 (p. 49) for useful language.

Exercise: Complete the description of the distribution of world population based on the information given in the pie chart. Use the words in the box. There are more words than you need.

population
East Asia
half
Europe
smallest
evenly
unevenly
a quarter
smaller
Africa
2 percent
32 percent

The chart shows the distribution of world population by region. It can be seen that the world population is distributed (1)........... in different regions. South Asia ranks first with (2)........... , followed by (3)........... with 26 percent. Thus, Asia alone accounts for more than (4)........... of the world population. Europe accounts for 15 percent, and (5)........... 11 percent. The (6)........... of Latin America is nearly half of Europe's and only (7)........... of that of South Asia. Northern America accounts for an even (8)........... percentage. Oceania has the (9)........... population, with only (10)........... .

Distribution of world population by region



Unit 8 Celebrations

Theme	Parties, Festivals and Celebrations
Vocabulary	reach, double, resource, raise, , ...
Pronunciation	/ fl / , / fr / and / θr /
Writing	Describing celebration activities
Grammar	Pronouns: one(s), someone, anyone, no one, and everyone

- *Don't worry. **No one** knows you were absent yesterday.*
- *If you take the blue tie, I'll take the brown **one** then.*

❖ The pronoun **one/ones** can be used after an adjective to represent a previously mentioned noun. **One** is used for a singular noun, and **ones** for a plural noun.

- *John has sold his old car; this is a new **one**. (**one** refers to **car**)*
- *I prefer action films to horror **ones**. (**ones** refers to **films**)*

With **the first/second** etc., **the + superlative**, and **the + adjective of colour,** the pronoun **one/ones** can be omitted, as these can also be used as pronouns.

- *"Which bag would you like?"*
- *"I'd like **the blue one**." / "I'd like **the blue**."*
- *Among the students in the class, Tom is **the brightest (one)**.*

❖ Indefinite pronouns **someone**, **anyone**, **no one**, and **everyone** are used with a **singular verb** form.

- ***Everyone knows** that you are here.*

Someone and **everyone** are used with **affirmative** verbs:

- ***Someone** has taken my book.*

Anyone is used with **negative verbs**, negative adverbs (such as **hardly**, **barely**, **scarcely**), and with **questions**.

- *I **don't** know **anyone** in this village.*
- ***Hardly anyone** came to the meeting.*
- ***Does anyone** know how to use this machine?*

Anyone can mean '*practically everyone*', '*no particular one*':

- ***Anyone** can tell you how to get to the station.*

I. PRONUNCIATION

Exercise 1: How do you spell these words? Find a suitable word in the box for each of the phonemic script provided. The first one has been done as an example.

thrive	friend	flood	flight	through
frequent	throw	fresh	free	flower

1. / flaʊə(r) / ..*flower*..
2. / frend / ....
3. / θrəʊ / ....
4. / flʌd / ....
5. / freʃ / ....
6. / θraɪv / ....
7. / 'fri:kwənt / ....
8. / fri: / ....
9. / θru: / ....
10. / flaɪt / ....

Exercise 2: Circle the word in each line which has a different stress pattern. The first one has been done as an example.

0. holiday decorate calendar [✓ occasion]
1. polite receive happy begin
2. traditional entertainment celebration population
3. exchange member believe enjoy
4. important pagoda festival discussion
5. parade express prepare special

II. VOCABULARY

Exercise 1: Complete the word chart below.

Noun	Verb	Adjective
celebration	-----------------	celebrated
occasion	-----------------	-----------------
-----------------	prepare	-----------------
decoration	-----------------	-----------------
	-----------------	ripe
influence	-----------------	-----------------

-----------------	exchange	-----------------
fat	-----------------	-----------------
-----------------	pray	
comment	-----------------	

Exercise 2: Complete each sentence with a suitable word from the chart above. Put it in the correct form. The first one has been done as an example.

0. I work far from home and just pay my parents ..*occasional*.. visits.
1. Do you have any .... on your friend's presentation?
2. Violence in films has a bad .... on young viewers.
3. Have you finished .... the room? It must look very nice now.
4. I'll help you make all the .... for the camping trip.
5. Do you .... the Chinese New Year in Thailand?
6. You can't eat this peach; it's not .... enough.
7. You can observe an .... of ideas between the students when it comes to the discussion part.
8. The shirt is too tight; it makes you look quite ....

III. GRAMMAR AND STRUCTURE

Exercise 1: Complete the sentences with a suitable indefinite pronoun: *someone*, *anyone*, *everyone*, or *no one*. They can be used more than once. The first one has been done as an example.

0. Do you know .....*anyone*.... in this village?
1. There is .... in the room. .... has left.
2. The phone call is not for me. .... knows I'm here.
3. Has .... finished their assignment yet?
4. .... told my parents that I had won the competition.
5. Hello! Is .... home?
6. .... must hand in their research paper by Friday.

7. For the world, you are only ...., but for .... you are the world.

8. .... has taken my bag by mistake. This is not mine.

Exercise 2: Read the story below and fill in each blank with a suitable word: *Everybody*, *Somebody*, *Anybody* or *Nobody*. Each word can be used more than once. The first one has been done as an example.

Everybody, Somebody, Anybody and Nobody

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and (1).*Everybody*.. was asked to do it: (2)................. was sure (3)................. would do it. (4)................. could have done it, but (5)................. did it. Somebody got angry about that, because it was (6)................. 's job. (7)................. thought Anybody could do it but (8)................. realised that Everybody wouldn't do it. It ended up that (9)................. blamed Somebody when (10)................. did what Anybody could have done.

Exercise 3: Read the sentences below and say which noun(s) does the pronoun *one(s)* refer to. The first one has been done as an example.

> Notes: The pronouns *one* and *ones* are used to avoid repeating a noun, but they cannot be used with uncountable nouns.

0. If you take the small bag, then I'll take the big ***one***.
   → ***one*** refers to ***bag*** ('the big one' means 'the big bag'.)
1. I don't like these candies, I prefer the ones over there.
   → ***ones*** refers to ....
2. The last question is the most difficult one.
   → ***one*** refers to ....
3. We've been looking for a hat, but we can't find a nice one.
   → ***one*** refers to ....
4. My house is the second one on the right. You can't miss it!
   → ***one*** refers to ....
5. I'm having a coffee. Would you like one, too?
   → ***one*** refers to ....
6. You should throw away these old shirts and buy some new ones.
   → ***ones*** refers to ....

7. I'd like a box of tissues. A big one, please.
→ ***one*** refers to ....

8. They thought about taking a bus, and there was one coming.
→ ***one*** refers to ....

Exercise 4: Rewrite the sentences, using *one* or *ones*, so that the nouns are not repeated. The first one has been done as an example.

0. We've watched all these videos. We must get some new videos.
We've watched all these videos. .*We must get some new ones*.....

1. Those songs are so sad. Can't you find any interesting songs?
....

2. This story isn't very interesting. The story you lent me last week was better.
....

3. - "This is not my umbrella, either." - "What about this umbrella?"
....

4. You need a passport to travel abroad. So go and get a passport.
....

5. Those exercises are very easy. Have you tried this exercise?
....

6. If you need a computer disk, I can give you a computer disk.
....

7. These boys are too young. Can you find older boys, please?
....

8. The product is available in all colours. Which colour would you like?
....

IV. READING COMPREHENSION

Exercise 1: Read the text below and complete each blank with a suitable word in the box.

APRIL FAIR

The April fair in Seville started out as a regional, not a (1)................. festival but it is now one of the most famous festivals in Spain. During the festival, (2).................. put up hundreds of red and white or green and white tents. Triangular flags and (3).................. decorations are hung round the tents. At night, they are illuminated by thousands of lamps, (4).................. makes it a very colourful spectacle. The

(5).................. begin at midnight and go on for a week. Girls and women (6).................. traditional flamenco dresses parade through the streets. There is horseback riding, bullfighting, singing and dancing and all sorts of other (7).................. During the day, floats full of flowers are (8).................. through the streets in a noisy procession. Everywhere, there are couples dancing and guitarists playing music, both lively and (9).................. If you want to see the festival, make sure you book in advance or you'll (10).................. it impossible to find anywhere to stay.

1. A. country B. national C. area D. local
2. A. participants B. strangers C. citizens D. residents
3. A. another B. the other C. other D. lots
4. A. that B. who C. what D. which
5. A. celebrations B. opening C. ceremony D. festival
6. A. wear B. wore C. wearing D. are wearing
7. A. amusement B. leisure C. hobbies D. entertainment
8. A. followed B. performed C. driven D. done
9. A. noisy B. romantic C. excited D. enjoyable
10. A. make B. find C. feel D. realise

Exercise 2: Read the text and then do the exercises that follow.

Unique Customs

January 17 is **St. Anthony's Day** in Mexico. It's a day when people ask for protection for their animals. They bring their animals to church. But before the animals go into the church, people usually dress them up in flowers and ribbons.

On August 15 of the lunar calendar, Koreans celebrate **Chusok** to give thanks for the harvest. It's a day when people honour their ancestors by going to their graves to take them food and wine and clean the gravesites. Also on Chusok, a big meal with moon-shaped rice cakes is eaten.

One of the biggest celebrations in Argentina is **New Year's Eve**. On the evening of December 31, families get together and have a big meal. At midnight, fireworks explode everywhere and continue throughout the night. Friends and families meet for parties, which last until the next morning.

Long ago in India, a princess who needed help sent her silk bracelet to an emperor. After he helped the princess, the emperor kept the bracelet as a sign of the loyalty between them. Today in India, during the festival of **Rakhi**, men promise to be loyal to their women in exchange for a bracelet of silk, cotton, or gold thread.

On the evening of February 3, people in Japanese families take one dried bean for each year of their age and throw the beans around their homes and shrines, shouting "Good luck in! Evil spirits out!" This is known as "**Setsubun**," a time to celebrate the end of winter and the beginning of spring.

a. These words appear in the text. Match the words with their suitable explanations.

1. lunar	a. show great respect for
2. honour	b. true and faithful
3. ancestor	c. in return for
4. loyal	d. of the moon
5. in exchange for	e. forefather

b. Answer the following questions.

1. St. Anthony's Day is celebrated ....
   A. in Mexico.
   B. for Mexican churches.
   C. for animals' protection.
   D. Both A and C.

2. Korean people celebrate Chusok ....
   A. in the middle of August.
   B. as a thanks-giving for happiness.
   C. with lots of food and wine.
   D. to thank their ancestors for food and wine.

3. New Year's Eve in Argentina is a celebration ....
   A. which takes place on the first day of the year.
   B. when family members get together.
   C. when people can enjoy firework display from midnight till morning.
   D. Both B and C.

4. The festival of Rakhi in India ....
   A. is held in memory of the emperor.
   B. is a chance for women to show their loyalty to men.
   C. is when women give their men a bracelet of silk, cotton or gold thread in exchange for their promise of loyalty.
   D. All of the above.

5. All of the descriptions of festivals mention when they take place EXCEPT
   A. that of Setsubun in Japan.
   B. those of Rakhi and Chusok.
   C. that of Rakhi in India.
   D. that of New Year's Eve in Argentina.

6. Which of the following festivals is based on a different calendar?
   A. St. Anthony's Day in Mexico
   B. Setsubun in Japan
   C. Chusok in Korea
   D. New Year's Eve in Argentina

V. WRITING

Exercise 1: Following is a description of the Mid-Autumn Festival in Vietnam. Make meaningful sentences to complete the description, using the words given.

1. Mid-Autumn Festival / celebrate / fifteenth / eighth lunar month.

....

2. It / also / call / Moon Festival / it / for children.

....

3. Moon festival / initially / harvest ceremony / as / moon / symbolise / fullness / prosperity / life.

....

4. During / night / Mid-Autumn Festival, children / parade / along streets / colourful lanterns / different shapes / hands.

....

5. Together / parade / lion dance / which / one person / play / role of / God / Soil / another / be / lion.

....

6. God / Soil / wear / round / happy / smiling moon-face / symbolise / prosperity and wealth / earth.

....

7. dance group / go / house to house / dance / give money / gifts for that.

....

8. people/ believe / lion dance / drive away / evil spirits / bring / prosperity / happiness.

....

REVISION TEST 1

(Units 1 - 8)

I. PHONETICS

A. Choose the word that does not belong in the group according to the sound given.

1. dʒ A. gentle B. range C. pleasure D. jean

2. ŋ A. drink B. danger C. ring D. frankly

3. tʃ A. chaotic B. chain C. nature D. challenge

4. w A. weight B. writer C. whale D. why

5. h A. whose B. hand C. whole D. honour

B. Choose the word that does not have the same number of syllables as the others in the group.

6. A. competition B. participant C. celebrate D. eradicate
7. A. petroleum B. government C. limited D. punishment
8. A. preparation B. entertainment C. traditional D. excitement
9. A. fire B. special C. fruit D. exchange
10. A. holiday B. country C. decorate D. festival

II. VOCABULARY AND GRAMMAR

A. Choose the word or phrase (A, B, C or D) that best completes each of the sentences.

11. Jane has very little patience. She's very ....
A. patient B. careless C. impatient D. nervous

12. Larry felt .... when he had to make a speech in front of the audience.
A. ashamed B. confused C. bored D. embarrassed

13. My friend won the first .... in the school writing competition.
A. prize B. award C. reward D. price

14. When Diane won the race, she was given a gold ....
A. award B. medal C. prize D. championship

15. At the beginning of the match, the .... made it clear that he wouldn't stand for bad behaviour.
A. player B. spectator C. team D. referee

16. The teacher ……………. them if they had done the exercise before.
A. told B. said C. asked D. talked

17. If they ……………. earlier, they could have met the rock star.
A. came B. would come C. had come D. would've come

18. When we arrived at the meeting place, there wasn't ……………. there.
A. no one B. anyone C. someone D. everyone

19. ……………. called you this morning but I forgot to ask for her name.
A. Someone B. Anyone C. Everyone D. One

20. ……………. likes Lucy. She's very interesting to talk to.
A. Somebody B. Anybody C. Nobody D. Everybody

B. Choose the underlined part (A, B, C or D) in each sentence that is grammatically incorrect and needs to be changed.

21. If you're buying a new car, get a comfortable modern.
A B C D

22. They don't allow fishing in this lake. You would better go away.
A B C D

23. John does not spend much time having studied his lessons.
A B C D

24. This shop does not sell new books. It only sells old one.
A B C D

25. Everyone expected being invited to the dancing ball that night.
A B C D

C. Choose the sentence (A, B, C or D) that is the best made from the words given.

26. **I / sure / boy / steal / money**
A. I was sure that a boy stole money.
B. I was sure that the boy had stolen my money.
C. I sure that the boy stole my money.
D. I had been sure that the boy stole my money.

27. **summer vacations / university students / volunteer / work / remote areas / provide education / children / medical services / local people**
A. During summer vacations, university students volunteer to work in remote areas to provide education for children or medical services for local people.
B. In summer vacations, university students volunteer to work in remote areas to provide education for children or medical services for local people.

C. During summer vacations, university students volunteer work in remote areas to provide education for children and medical services for local people.

D. During summer vacations, university students volunteer to work remote areas to provide education for children or medical services for local people.

28. **In fact / quite / few pupils / especially / remote / mountainous areas / unable / read**

A. In fact, quite a few pupils, especially in remote and mountainous areas unable to read.

B. In fact, quite few pupils, especially in remote and mountainous areas, are unable to read.

C. In fact, quite a few pupils, especially in remote and mountainous areas, are unable reading.

D. In fact, quite a few pupils, especially in remote and mountainous areas, are unable to read.

29. **He / apologise / not / come / birthday party / last night**

A. He apologised not coming to your birthday party last night.

B. He apologised for not coming to your birthday party last night.

C. He apologised for having not come to your birthday party last night.

D. He apologised not having come to your birthday party last night.

30. **As / see / population / China / account / almost 22 % / world population**

A. As can be seen, the population of China accounts almost 22 % of world population.

B. As can see, the population of China accounts for almost 22 % of world population.

C. As can be seen, the population of China accounts for almost 22 % of the world population.

D. As we can see, the population China accounts for almost 22 % of the world population.

III. READING COMPREHENSION

A. Read the passage and choose the word or phrase (A, B, C, or D) that best completes each of the spaces.

Islamic Festivals – Ramadan

Because the Islamic religion uses a calendar (31)............... on the moon, not the sun, the (32)............... date of religious festivals changes (33)............... year to year. The Islamic calendar begins with the hijra, the year when Mohammed (34)................ the city of Mecca for Medina. The New Year is a time for peaceful prayer for (35)................ Muslim people. Every year, in the month of Ramadan – the ninth month of the Islamic calendar – all Muslims (36)................ from early morning until evening. By living (37)................ everyday comforts, even for a short time, a fasting person better understands (38)................ life of poor people (39)................ are hungry, and also grows in his or her (40)................ life.

31. A. base B. based C. basing D. bases
32. A. exact B. true C. right D. correct
33. A. in B. between C. from D. on
34. A. left B. arrived C. came D. visited
35. A. almost B. the most C. most D. mostly
36. A. refrain B. refuse C. stop eating D. fast
37. A. with B. without C. out of D. outside
38. A. - B. a C. the D. all
39. A. whom B. which C. when D. who
40. A. physical B. spiritual C. material D. everyday

B. Read the passage and then choose the best answer (A, B, C or D) to each of the questions.

Chinese New Year

The Chinese New Year takes place sometime between January 21 and February 20. Like most other traditional Chinese festivals its date depends on the Chinese lunar calendar, and changes from year to year.

In China, the New Year is very much seen as a time of new beginnings. For this reason, people believe that all debts should be paid and arguments resolved before the festivities even begin.

Houses are also cleaned from top to bottom with particular attention being paid to the kitchen. People believe that the kitchen god sends in a report to the 'higher authorities' on the family's behaviour over the past year. They want to encourage him to say nice things about them.

At this time of year there are also thought to be a lot of evil spirits around, so people set off firecrackers and paste large pictures of fierce-looking gods on doors and gates to frighten them off.

Before New Year's Eve people make their homes attractive by decorating them with flowers and plants, and hanging brightly-coloured decorations. Then on the evening itself all the family members gather at home to enjoy a special dinner, and see the New Year in together. Children are encouraged to stay awake until after midnight - the superstition is that if they go to sleep early they will have a short life.

On New Year's Day all the members of the family take a bath and put on new clothes. Everyone greets each other with the words 'Gong Xi Fa Cai', which means 'May prosperity be with you'.

Children are given gifts of money called 'lucky money' in red and gold envelopes. These are sometimes put underneath their pillow the night before. After enjoying the festive food, people visit their relatives and friends to wish them a happy and prosperous New Year.

41. When does the Chinese New Year take place?
    A. Sometime between January 21 and February 20 lunar calendar.
    B. Sometime between January 21 and February 20 solar calendar.
    C. The date differs in some years.
    D. At the beginning of the solar year.

42. Before the New Year, Chinese people often do all of the following EXCEPT ....
    A. paying all debts.
    B. resolving all arguments.
    C. beginning to do new things.
    D. cleaning their houses from top to bottom.

43. According to the passage, in preparing for the New Year, people ....
    A. set off firecrackers to frighten fierce-looking gods off.
    B. decorate their house with flowers and plants.
    C. paste pictures of fierce-looking gods on doors to attract evils spirits.
    D. send in report to the kitchen god.

44. It can be inferred from the passage that ....
    A. all the family members gather together for the festival.
    B. there is a special dinner for the family just before New Year's Eve.
    C. everyone should stay awake until after midnight.
    D. all of the above.

45. Which of the following is **not** true about what people often do on New Year's Day?
    A. stay up late and wake up early.
    B. give children 'lucky money' as gifts.
    C. wear new clothes and exchange wishes.
    D. visit relatives and friends.

Unit 9 The Post Office

Theme	The Post Office and Postal Services
Vocabulary	postal services, ...
Pronunciation	/ sp / , / st / and / sk /
Writing	Writing a letter expressing satisfaction or dissatisfaction towards services.
Grammar	Defining and Non-defining Relative Clauses

❖ **A defining relative clause** describes the preceding noun, and is essential to the clear understanding of the noun, that is, to define or limit the noun.

- *The student* ***who won the prize*** *is my classmate.*
  (Which student? The one who won the prize.)

The forms of relative pronouns used in defining relative clauses are:

	Subject	Object	Possessive
For persons	who that	whom/who that	whose
For things	which that	which that	whose / of which

- *The man that you saw yesterday works for Sony.*
- *The house whose doors are open is mine.*

❖ **A non-defining relative clause** does not define the preceding noun as it is definite already. It just gives more information about the noun. A non-defining relative clause is not essential in the sentence and can be omitted. Unlike defining relative clauses, non-defining clauses are separated from their nouns by commas. It is more common in written than in spoken English.

- *The English language,* ***which is very popular****, is not very difficult but not very easy to learn.*

('The English language' is definite; everyone knows what it is. 'which is very popular' just adds more information.)

Relative pronouns used in non-defining relative clauses are:

	Subject	Object	Possessive
For persons	who	whom/who	whose
For things	which	which	whose / of which

- *Mr Hai, whose car has been stolen, is riding a bike to work.*

(*'**Mr Hai**' is definite already; '**whose car has been stolen**' just add more information as an explanation to what he is doing.*)

That is not used in non-defining relative clauses.

The object relative pronoun **cannot** be omitted in non-defining relative clauses.

I. PRONUNCIATION

Exercise 1: Read the sentences and say which sound clusters are included and how many of them. Circle the sound and write a number. The first one has been done as an example.

0. The **st**udents **st**opped talking and **st**ood up when Mr **Sc**ott came in.
/ sp / .... [✓ / st /]...*3*... [✓ / sk /]...*1*...
1. The boy scout was so scared of the spider that he couldn't speak.
/ sp / .... / st / .... / sk / ....
2. He asked me to stay and enjoy some steak with him last weekend.
/ sp / .... / st / .... / sk / ....
3. Tom is still the best at basketball in the school.
/ sp / .... / st / .... / sk / ....
4. He missed the time they went skiing together in Spain.
/ sp / .... / st / .... / sk / ....
5. Guy got a speeding ticket because he drove so fast after getting stuck in the traffic jam for half an hour.
/ sp / .... / st / .... / sk / ....

Exercise 2: Tick (✓) the correct column according to the stress pattern.

Stress pattern word	● •	• ●	● • •	• ● •	• • ●
welcome	✓				
convenient					
document					
service					
notify					
install					
magazine					
subscribe					
courteous					
deliver					

II. VOCABULARY

Exercise 1: Match the words in column A with their suitable explanations in column B.

A	B
1. equipped with	a. reasonable
2. courteous	b. person who receives sth
3. competitive	c. supplied with
4. notify	d. buy sth regularly over a period of time
5. recipient	e. inform
6. subscribe	f. polite, friendly

Exercise 2: Complete the following sentences with the words in the box above. Put them in the correct form.

1. Is it cheaper to ………… to the magazine than to buy it at a newsagent?
2. Have you ………… the police of the loss of your personal document?
3. It was ………… of the staff to show you what to do.
4. My office is well ………… a computer, a printer, a scanner and an air-conditioner.

5. Why don't you try these shops? They always offer .... prices.

6. Don't forget to write the name and address of the .... of the parcel.

III. GRAMMAR AND STRUCTURE

Exercise 1: Match a part in A with a suitable one in B to make meaningful sentences. The first one has been done as an example.

1. A postman is someone who ...
2. A good friend is one who ...
3. A lawyer is someone who ...
4. The driver who ...
5. The film which ...
6. The young man whose ...
7. The book which ...
8. The vase which ...
9. A nurse is someone who ...
10. An optimist is a person who ...

a. was drunk caused the accident.
b. you lent me the other day is very interesting.
c. delivers letters to your house.
d. I bought yesterday is an antique.
e. is trained to help people deal with legal matters.
f. always expects the best to happen.
g. helps you when you are in need.
h. car was stolen had to take a taxi.
i. won the Oscar is only on until Saturday.
j. is trained to look after sick or injured people.

1. ..... 2. ...... 3. ...... 4. ...... 5. ......
6. ..... 7. ...... 8. ...... 9. ...... 10. ......

Exercise 2: Combine the pairs of sentences, using relative clauses. Use commas if necessary. The first one has been done as an example.

0. Last week I ran into an old friend. I hadn't seen her for years.

→ *Last week I ran into an old friend who I hadn't seen for years.*......

1. My bike has disappeared. I left my bike at the gate.
→ ....
2. A bomb went off this morning. It caused a lot of damage.
→ ....
3. A footballer has been banned from playing. He took drugs.
→ ....
4. Paul's sister is a doctor. She is my close friend.
→ ....
5. I read the newspaper. The newspaper was lying on the table.
→ ....
6. Mr Ba is over seventy. He is still very strong.
→ ....
7. Anne's brother refused to go to the cinema with her. He hates horror films.
→ ....
8. She put on the clothes. She had bought them the day before.
→ ....

Exercise 3: Complete the article by filling in each space with a suitable relative pronoun who, whom, which, or that. Then say what each relative clause does. Does it tell us which one, or does it add information? The first one has been done as an example.

The play (1)...which / that... the students put on last week was Oscar Wilde's "The Importance of Being Earnest", (2)................... was written in 1895. The college theatre, (3)................... holds over 400 people, was unfortunately only half full for the Friday evening performance. However, the people (4)................... bothered to attend must have been glad they did. Lucy Kellett, (5)................... played Lady Bracknell, was magnificent. Unfortunately the young man (6)................... played John Worthing forgot his lines twice, but that did not spoil the evening, (7)................... was a great success.

1. It tells us which play.
2. It adds information about 'The Importance of Being Earnest'.
3. It ....
4. It ....
5. It ....
6. It ....

7. It ....

IV. READING COMPREHENSIÒN

Exercise 1: Read the text and choose the word or phrase that best fits each space.

The Barefoot Mailman

In 1885, the US Post Office had a problem in the southern state of Florida. The delivery service from Lake Worth to Biscayen Bay (1)................ six weeks.

They found (2)................ – a 136-mile route that took three days. It meant that the mailmen had to walk barefoot along beaches for eighty miles and then (3)................ the remaining fifty-six miles by boat. This difficult job was first (4)................ by mailman Edwin R. Bradley. In the summer of 1887, James 'Ed' Hamilton took over deliveries but a few months later his career ended suddenly in circumstances (5)............... him famous in the Post Office.

The Autumn weather that year was (6)............... . On 9th October, Hamilton felt unwell as he set off. Despite this, he arrived at the first stop, Orange Grove. His next call should have been at a place (7)............... Fort Lauderdale. This time he didn't arrive and he was never seen again. Nobody ever found out (8)............... happened to him.

In 1892, a road was built and the days of the barefoot mailmen (9)............... . However, their story has never been forgotten. There are annual walks along the route, and a book and film (10)............... about them.

1. A was taking B. was lasting
   C was lengthening D. was happening
2. A an issue B. a solution
   C a reply D. a possible technique
3. A walk B. continued
   C completed D. cover
4. A carried out B. taken place
   C finished up D. performed out
5. A made B. that caused
   C which made D. which allowed
6. A very serious B. extremely terrific
   C severe D. difficult

7. A. known for B. called
C. referred to D. whose name
8. A. which B. what
C. the things D. that
9. A. were completed B. were stopped
C. were over D. were above
10. A. have been done B. have been written
C. have been shown D. have been made

Exercise 2: Read the text and choose the best answer to each of the questions.

The 1990s saw great changes in the way people communicate. People could send mail without going to the post office, and go shopping without leaving home. Words like *email* and *download* became part of everyday life vocabulary. The cause of this great change was the Internet.

The idea for the Internet began in the early 1960s in the United Sates. The Department of Defence wanted to connect their computers together in order to share private information. In 1969, The ARPA net (an early form of the Internet) first connected computers at four American universities. One computer successfully sent information to another. In 1972, scientists shared ARPA net with the world. They created a way to send person-to-person messages using ARPA net. This was the beginning of email.

Over the next few years, there was a lot of progress made in the world of computing, but most people were not using the Internet. Then, in the 1990s, two important things happened: the birth of the World Wide Web in 1991 and the creation of the first Web browser in 1993. The Web made it easier to find information on the Internet, and to move from place to place using links. The Web and browser made it possible to see information as a web site with pictures, sound, and words.

Today, millions of people connect to the Internet to send email, visit websites, or store information on servers. Computers are now an important part of our lives and are changing how we learn, work, shop and communicate.

1. The passage mainly discusses ....
A. the development of the Internet
B. the changes in the way people communicate
C. the early form of the Internet
D. the importance of computers in life

2. According to the passage, with the Internet ....
   A. people can do the shopping right at home.
   B. we have to go to the post office to send mail.
   C. people can travel from one place to another quickly.
   D. we can download everyday life vocabulary.

3. It can be inferred from the passage that ....
   A. the idea for the Internet began in the late 19th century.
   B. the ARPA net was invented in 1972.
   C. the Internet didn't become popular until the birth of World Wide Web and the Web browser.
   D. it was impossible to send mail through ARPA net.

4. Which of the following is true of ARPA net?
   A. ARPA net was created in the early 1970s.
   B. ARPA net helps send information from one computer to another.
   C. It was not until 1972 that ARPA net was shared with the world.
   D. Both B and C are correct.

5. Which of the following is **not** true about the Internet?
   A. It changes the way people communicate.
   B. Millions of people use the internet nowadays.
   C. We can visit different places in the world using the Internet.
   D. It's still impossible to hear sound.

Unit 10 Nature in Danger

Theme	The Nature and the Threats to Nature
Vocabulary	Nature, estimate, survive, extinct, interference...
Pronunciation	/ sm / , / sn / , / sl / and / sw /
Writing	Describing a location based on facts and figures.
Grammar	Relative Pronouns with Prepositions

❖ Relative pronouns as an object of a preposition in defining relative clauses can follow the preposition: **prep. + whom/which**. In this case only **whom** (for persons) or **which** (for things) is possible.

- *The man* ***about whom*** *I told you yesterday is here now.*
- *The room* ***in which*** *the meeting was held was very small.*

It is more usual to move the preposition to the end of the relative clause (but before an expression of time and place if any), using **who(m)**, **which** or **that** or omitting the relative pronoun altogether.

- *The man* ***who(m) / that*** *I told you* ***about*** *yesterday is here now.*
- *The room* ***which / that*** *the meeting was held* ***in*** *was very small.*
- *The man* ***I told you about*** *yesterday is here now.*

❖ Relative pronouns as an object of a preposition in non-defining relative clauses can only be **who(m)** for persons and **which** for things. We don't use **that** after a comma.

- *John,* ***who*** *Ann goes out* ***with***, *is a nice person*
- *This vase,* ***which*** *he paid only $10* ***for***, *is now worth $1,000.*

The preposition can be placed before the relative pronoun, in this case only **whom** can be used for persons (not ***who**).

- John, ***with whom*** *Ann goes out , is a nice person.*
- *This vase,* ***for which*** *he paid only $10, is now worth $1,000.*

Unlike defining relative clauses, in non-defining relative clauses object relative pronouns **cannot be omitted**.

❖ Relative pronouns with **all, both, most, some** etc. + **of** (+ **whom/which**)

- *All of their sons have graduated. They're living away from home.*

*Their sons, **all of whom** have graduated, are living away from home.*

I. PRONUNCIATION

Exercise 1: Match the phonemic scripts with their words. The first one has been done as an example.

0.	/ sli:p /	a.	snore
1.	/ 'swi:tn /	b.	smile
2.	/ snɔ:(r)/	c.	sleep
3.	/ slɪp /	d.	sweat
4.	/ smaɪl /	e.	smart
5.	/ snəʊbɔ:l /	f.	sweeten
6.	/ swet /	g.	sleeve
7.	/ sma:t /	h.	slip
8.	/ sli:v /	i.	snowball

Exercise 2: Circle the word that has a different stress pattern. The first one has been done as an example.

0.	species	[✓ produce]	nature	planet
1.	exist	survive	extinct	habit
2.	endangered	condition	consequence	pollution
3.	reputation	disappearance	environment	interference
4.	chemical	dangerous	influence	prohibit
5.	destructive	national	pollutant	protection

II. VOCABULARY

Exercise 1: Choose the word or phrase that is closest in meaning to the underlined word. The first one has been done as an example.

1. By using water for industry and agriculture, human beings are affecting the water supply.
   [✓ A.] producing an effect on — B. improving
   C. destroying — D. using up

2. Human beings are changing the environment in all respects through their actions and by their habits.
   A. admiration — B. regions
   C. aspects — D. means

3. This has resulted in two serious consequences.
   A. scored B. brought about
   C. found solutions to D. influenced

4. Rare animals are in danger of becoming extinct.
   A. dangerous B. destroyed
   C. reduced in numbers D. no longer present on earth

5. Thousands of national parks have been established to protect endangered animals.
   A. set up B. introduced
   C. reconstructed D. found

6. Funds have been raised to help with these programmes.
   A. Science and technology B. Time
   C. Efforts D. Amounts of money

7. Laws have been introduced to prohibit killing endangered animals and destroying their habitats.
   A. encourage B. forbid
   C. punish D. imprison

8. These laws will help reduce people's interference with the environment.
   A. destruction B. damage
   C. interruption D. disturbance

9. Protected in national parks, more species will survive and produce offspring.
   A. young animals B. happiness
   C. pollutants D. more trees

10. The earth will be a happy planet where human beings, animals and plants peacefully coexist.
    A. struggle for survival B. help one another
    C. live together D. develop

Exercise 2: Match each sentence beginning 0 – 5 with an appropriate ending a – f. The first one has been done as an example.

0. One of the aims of Greenpeace is to **raise** ...	a. **waste** into the rivers and lakes in the area.
1. It is believed that anyone caught **dropping** ...	b. **paper** and **plastic bags**, but some still throw them away.
2. The company admitted **dumping** ...	c. **awareness** of the environmental problems facing our planet.

3. Most people realise the need o **recycle** ...

4. Not much is being done to **preserve** ...

5. Several species of rare animals are **facing** ...

d. **extinction** as a result of poaching.

e. **litter** is ordered to pay a heavy fine.

f. **wildlife** in that country.

0. ..c... 1. ...... 2. ...... 3. ...... 4. ...... 5. ......

III. GRAMMAR AND STRUCTURE

Exercise 1: Combine the following pairs of sentences, using a preposition with a relative pronoun. The first one has been done as an example.

0. That's the man. I got the bag from him yesterday.

→ That's the man **from whom** I got the bag yesterday.

1. Economics is a subject. I am very interested in it.

→ ....

2. This is Joanne. I gave my notes to her.

→ ....

3. The friend spoke French. Jim was travelling with him.

→ ....

4. The ladder began to slip. Tom was standing on it.

→ ....

5. This is the city. I was born in this city.

→ ....

6. Paul is fitter than you. I play tennis with him on weekends.

→ ....

7. The woman said the machine was very good. Jim bought the machine from her.

→ ....

8. The chair is in bad shape. You are sitting on it.

→ ....

Exercise 2: Complete the sentences by circling all the words (and ϕ) that can form correct sentences. The first one has been done as an example.

1. The car | [✓ which] / [✓ that] / who / [✓ ϕ] | they bought yesterday is missing.

2. Jane, | who / that / which / ϕ | works with me, is very helpful.

3. This is a statement with { that / which / who / ϕ } I cannot agree.

4. Chemistry is the subject about { that / which / whom / ϕ } I know very little.

5. This is the article { that / which / who / ϕ } I've been looking for.

6. Politics is the topic in { that / which / whom / ϕ } my brother is interested.

7. A kitchen is a room { that / which / who / ϕ } you cook in.

8. Mrs Lan, { that / which / whom / ϕ } we talked about the other day, is my new teacher.

9. The shopkeeper from { that / which / whom / ϕ } we got the information is easy-gong.

10. A good friend is a person $\left\{\begin{array}{l}\text{that}\\ \text{which}\\ \text{who}\\ \phi\end{array}\right\}$ you can rely on.

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the best option to fill in each of the gaps. The first one has been done as an example.

FORESTS

In spite of all the warnings, we are still not looking (0) ......*B*........our planet. Look what is happening to our forests. We are cutting them (1)............. at an alarming rate. If we keep on doing this, many animals and plants will (2).............. extinct. Rare (3).............., such as the mountain gorilla, are already in (4).............. . More will follow.

Forests are important for another reason, too. They help to slow the rate of global warming. Trees soak up gases like carbon dioxide, which are given (5)............. by power stations and factories. They also produce oxygen, and act as the lungs of the world.

It is clear that forests (6).............. a major contribution to the health of our planet. (7).............. it is a sad fact that very few governments have passed laws to protect them. Now, United Nations chiefs are studying the problem. They say that the best way to (8).............. forests is by educating the local people. These people often cut down forests because it is the only way they can (9).............. a living. But they do not wish to destroy their forests unnecessarily. If they are offered a different way to make money, hopefully they will (10).............. the forests alone.

0	A. for	[✓ B. after]	C. into	D. over
1	A. up	B. in	C. off	D. down
2	A. go	B. get	C. become	D. result
3	A. species	B. tribes	C. races	D. specialities
4	A. threat	B. danger	C. fact	D. troubles
5	A. off	B. up	C. out	D. over
6	A. put	B. make	C. do	D. play
7	A. Although	B. So	C. In spite of	D. Also
8	A. safe	B. arrange	C. save	D. aid
9	A. do	B. earn	C. get	D. have
10	A. leave	B. let	C. allow	D. permit

Exercise 2: Read the text and then do the exercises that follow.

The shy, flightless kiwi, which is New Zealand's national symbol, is heading gradually towards extinction. Sadly, this year all three species of kiwi will go on the endangered species list. A recent survey shows that kiwis are disappearing rapidly from the forests where they have lived for thousands of years.

Ten years ago conservationists thought that the kiwi's future was secure. But today they warn that if the government does not act immediately, the kiwi may disappear completely in less than ten years.

Dogs, cats and Australian possums are rapidly reducing the numbers of this discreet, nocturnal bird. Humans introduced these animals into New Zealand where no mammals lived until modern times. In the past, there were probably millions of kiwis living in the vast forests. Their only predator was the large New Zealand eagle, which itself became extinct thousands of years ago.

Zoos in New Zealand have several birds and these are the only ones which most humans are ever likely to see. It would be extremely unfortunate if the national emblem of the country went the same way as its great eagle.

a. These words in column A appear in the text. Match them with their suitable meanings in column B.

	A		B
1.	extinction	a.	inform in advance of what may happen
2.	secure	b.	huge; very large
3.	warn	c.	state of being no longer in existence
4.	discreet	d.	animal that kills and eats other animals
5.	nocturnal	e.	symbol
6.	vast	f.	safe; protected
7.	predator	g.	careful; not too obvious
8.	emblem	h.	active during the night

b. Answer the following questions by choosing the best option.

1. What can be inferred about the kiwi?
   A. It cannot fly.
   B. It is the national emblem of New Zealand.

C. The kiwi's future is secure.
D. Both A and B.

2. It can be inferred from the reading that ....
A. Kiwis have become extinct.
B. Kiwis have been in existence for thousands of years.
C. There will be no kiwi left in ten years' time.
D. The government does nothing to protect the kiwi.

3. Why are dogs, cats, and Australian possums mentioned in the text?
A. As examples of nocturnal animals.
B. As examples of animals that decrease rapidly in numbers.
C. As examples of endangered species.
D. As predators that cause the rapid decrease in kiwi numbers.

4. According to the reading, the large New Zealand eagle ....
A. was the only predator in New Zealand.
B. has disappeared for thousands of years.
C. used to be the national emblem of the country.
D. is the only predator of the kiwi.

5. What does the passage mainly discuss?
A. the need to protect the kiwi
B. nocturnal animals
C. the kiwi's secure future
D. New Zealand's national symbol

V. WRITING

Exercise 1: Match the names of the National Parks to their features and information.

Names of National Parks	Information
1. Cat Ba	**a.** Location: Phu Loc – Nam Dong, 61 km south west of Hue City Area: 22,000 ha Special features: dense forests, high biodiversity, wide variety of animals and plants, lots of rare species of animals, 1,493 species of fauna, 2,147 species of flora

2. Bach Ma	**b.** Location: 160 km south west of Hanoi Area: 200 sq. km Special features: hiking, butterflies, caves, 1,000-year-old tree, 2,000 species of flora, 450 species of fauna
3. Cuc Phuong	**c.** Location: Wyoming, Montana and Idaho Area: 8,987 sq. km Special features: geyers, hot springs, waterfalls, lakes, canyons, hundreds of species of mammals, birds, fish and reptiles, unique species of plants, numerous recreational opportunities: hiking, camping, boating, fishing, and sightseeing
4. Yellowstone	**d.** Location: 120 km from Hanoi, 20 km east of Hai Phong Area: 15,200 ha Special features: white sand beach, abundant natural resources, beautiful landscapes, rare animals and plants, 300 species of fish, 40 species of animals, 150 species of birds, 620 species of plants; 6,000-year-old stone tools

Exercise 2: Read the description of the National Park and complete it with the phrases given below.

X National Park is located in central Vietnam, 61 km south west of Hue City. The national park 1 in the districts of Phu Loc and Nam Dong. It was created in 1991 2 stretching from the South China Sea to the Annamite mountain range at the border with Laos. With steep mountains and dense forests this area is home 3. There are species from both northern and southern Vietnam, and X is recognized as one of the areas of Indochina with high biodiversity.

The flora of X National Park includes 2,147 species 4 of the entire flora of Vietnam. There are also over 500 species which have commercial potential as medicinal plants. The fauna of the park is 5 ______. Over 1,493 species of animals have been identified, including mammals, birds, reptiles, frogs, fish and insects.

A to a wide variety of animals and plants
B various with a lot of rare species
C to protect the centre of the last corridor of forest
D covers an area of about 22,000 ha
E which represents around one-fifth

Record Breakers

1. It takes 3 hours to fly from London to New York by Concord.
2. It takes 8 minutes for light to reach the Earth from the Sun.
3. It takes just over 27 days for the Moon to travel around the Earth.
4. The Sun is 150 million km from the Earth.
5. The Moon is 384,365 km from the Earth.
6. The most expensive hotel in the world is the Hotel Nova Park in Paris. It costs £3,525 to stay for one night in the 'Royale Suite'.
7. The fastest land animal in the world is the cheetah. It can run at 96 km/h.
8. No babies are born in the Vatican City.

Unit 11 Sources of Energy

Theme	Energy and Sources of Energy
Vocabulary	energy, demand, alternative, potential, exhausted, ...
Pronunciation	/ ʃr / , / spl / and / spr /
Writing	Interpreting information from a chart.
Grammar	Relative Clauses Replaced by Participles or To-infinitives

❖ **Present Participles** can be used to replace relative clauses when the verb in the clause is active. (Present participle = relative pron. + active verb)

- *The man **who gave** a speech yesterday is the headmaster.*
  *The man **giving** a speech yesterday is the headmaster.*

This structure is often used when the verb in the clause is in the *progressive* tense, expresses a *habitual* or *continuous* action, or expresses a *wish* (e.g.: *wish, desire, want, hope*)

- *The boy **waiting** outside is her classmate.*
- *People **working** in this office have to wear uniform.*
- *Young people **wishing** to succeed in life should work hard*
- *Romeo, **believing** that Juliet was dead, decided to kill himself*

Present participle is not used for a single action in the past.

- *The man wants to see people **who saw** the UFO last night.*
  **The man wants to see people ~~seeing the UFO last night~~.*

❖ **Past Participles** can be used to replace relative clauses when the verb in the clause is passive. (Past participle = relative pron. + passive verb)

- *The school **which was founded** years ago is still there.*
  *The school **founded** years ago is still there.*
- *Jim, who was **shocked** at what he saw, couldn't say a word.*
  *Jim, **shocked** at what he saw, couldn't say a word.*

❖ To-infinitives can be used to replace Relative Clauses when the preceding noun/pronoun contains **the first/second,** etc., **the next, last, only** and **superlatives.**

- *Brazil is the **first** team **which have won** the world cup thre* *consecutive times.*

Brazil is the ***first*** *team* ***to win / to have won*** *the world cup three consecutive times.*

We can leave out the noun (except after **only**) if the meaning is clear.

- *The captain was* ***the last person who left*** *the sinking ship.*
  The captain was ***the last to leave*** *the sinking ship.*

To-infinitives can also be used to replace relative clauses when there is an idea of purpose or permission, that is when the relative pronoun is the object of the verb. (To-infinitive = object relative pron. + S + verb)

- *Jane had a few letters* ***that she had to type.***
  Jane had a few letters ***to type.***

I. PRONUNCIATION

Exercise 1: Match the words in column A to the consonant sounds in column B. The first one has been done as an example.

0. spring
1. splendid
2. shred
3. sprain
4. splinter
5. shriek
6. shrink
7. splay
8. shrewd
9. sprout

/ ʃr /

/ spr /

/ spl /

Exercise 2: Write the words in the correct column according to their stress patterns. The first one has been done as an example.

energy
potential
pollution
power
exhausted
fuel
dangerous
release
reserve
geothermal
fossil
nuclear
alternative
environment
demand
renewable

oO	Oo	Ooo	oOo	oOoo	ooOo
reserve	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....

II. VOCABULARY

Exercise 1: Match a word or phrase in column A with a suitable word or phrase in column B. The first one has been done as an example.

A	B
1. plentiful	a. completely
2. demand	b. endless; without limits
3. alternative	c. requirement
4. strictly	d. abundant; in large quantities
5. create	e. possibility of being developed
6. release	f. thing kept for later use
7. infinite	g. used up
8. potential	h. another
9. reserve	i. generate; produce
10. exhausted	j. emit; discharge

Exercise 2: Complete each of the sentences with a suitable word from the list in Exercise 1. The first one has been done as an example.

0. The Sun provides an .....*infinite*........ source of energy which does no harm to the environment.
1. If we don't use fossil fuels carefully, they will be .... very soon.
2. His car has been sold and he has to find .... means of transport to get to work.
3. Smoking is .... prohibited in public places in this countr
4. Factories and cars .... huge amounts of poisonous gases into the air every day.
5. Fruits are .... in this country all year round.
6. They recognised the .... for malfunction in the operating system.
7. .... for this fresh food always exceeds supply.
8. Windpower .... energy which operates the windmill.

III. GRAMMAR AND STRUCTURE

Exercise 1: Rewrite the sentences, changing the relative clauses into clauses with a present participle. The first one has been done as an example.

0. The path which leads to the pagoda is very narrow.

→ *The path leading to the pagoda is very narrow.*........................

1. A competitor is someone who takes part in a competition.

→ ....

2. The girl who is singing on the stage is my classmate.

→ ....

3. The road accident caused long delays for people who were travelling to work.

→ ....

4. The boy who was sitting next to her told her the answers.

→ ....

5. You should choose the clothes that suit your personality.

→ ....

6. We don't know the people who live in this flat.

→ ....

7. like films that have a happy ending.

→ ....

8. The old lady who taught us history was very nice.

→ ....

Exercise 2: Choose and underline the correct verb form, present participle or past participle. The first one has been done as an example.

0. That university, *founding* / *founded* over a century ago, is very famous.
1. just feel safer with the food *selling* / *sold* in supermarkets.
2. An opportunist is a person *taking* / *taken* every chance they get.
3. The car *stealing* / *stolen* last week has been found.
4. Tim has a friend *working* / *worked* as an engineer.
5. The men *arresting* / *arrested* yesterday have been released.
6. Only a few people *playing* / *played* the lottery actually win anything.

7. World War I, *lasting / lasted* four years, was fought mainly in Europe.
8. Jack refused to take the vase *damaging / damaged* in the post.
9. Baseball is a game *playing / played* mainly in the United States.
10. The money *finding / found* in the flat belongs to the National Bank.

Exercise 3: Complete the sentences. Put in a present participle past participle or to-infinitive of the verbs given in the box. The first ones have been done as examples.

~~sell~~	develop	offer	~~own~~
cost	lead	give	win
leave ~~(x 2)~~	build	watch	appear

0. Your property is everything ......*owned*...... by you.
00. The captain was the last person .....*to leave*..... the sinking ship.
000. The man .....*selling*..... shoes on the pavement has been fined twice.
1. Maria is the most famous singer .... on stage in this vilage.
2. A new drug .... at a British university may cure this disease.
3. A spectator is someone .... a game or an event.
4. The road .... to the village is small and muddy.
5. Anne was the only child in the group .... her help.
6. A five-star hotel .... millions of dollars is going to be built here.
7. This block of flats, ... only two years ago, is not safe enough to live in.
8. His car hit the tree as he tried to avoid a pile of stones .... in the road.
9. New Zealand was the first country .... women the vote
10. Nguyen Ngoc Truong Son is the youngest Vietnamese .... the world championship.

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the option that best fits each of the spaces.

Hazards from Nuclear Power

There are three separate sources of hazard in the (1).............. of supplying energy by nuclear power.

First, the radioactive material must travel from its place of manufacture to the power (2)................ Although the power stations themselves are solidly built, the containers used for the transport of the materials are not. There are normally only two methods of transport available, namely road or rail. Unfortunately, both of these involve close (3)............ with the general public, since the routes are sure to pass near, or even through, heavily (4)............... areas.

Second, there is the problem of (5)............... . All nuclear power stations produce wastes that in most cases will (6).............. radioactive for thousands of years. It is impossible to make these wastes non radioactive, and because they must be stored in one of the inconvenient ways that scientists have invented. Besides, they may be (7)............... under the ground, or dropped into abandoned mines, or sunk in the sea. However, these methods do not solve the problem, since an earthquake could easily crack the containers open.

Third, there is the problem of accidental exposure due to a (8).............. or an explosion at the power station. As with the other two hazards, this is not very likely, so it does not provide a serious objection to the nuclear program. (9)..............., it can happen.

Separately, these three types of risks are not a great cause for concern. Taken together, though, the probability of (10).............. is extremely high.

1.	A. process	B. progress	C. period	D. program
2.	A. place	B. factory	C. station	D. site
3.	A. contact	B. interaction	C. touch	D. relation
4.	A. population	B. populated	C. stayed	D. lived
5.	A. rubbish	B. litter	C. smoke	D. waste
6.	A. remain	B. keep	C. preserve	D. make
7.	A. dug	B. covered	C. buried	D. hidden
8.	A. spillage	B. running	C. hole	D. leak
9.	A. Although	B. Nevertheless	C. Besides	D. Consequently
10.	A. pollution	B. accident	C. danger	D. disaster

Exercise 2: Read the text and then do the exercises that follow.

The search for alternative sources of energy has led in various directions. Many communities are burning garbage and other biological waste products to produce electricity. Converting waste products to gases or oil is also an efficient way to dispose of wastes. Experimental work is being done to derive synthetic fuels from coal, oil shale, and coal tars. But to date, that process has proven expensive. Other experiments are underway to harness power with giant windmills. Geothermal power, heat from the earth, is also being tested. Some experts expect utility companies to revive hydroelectric power derived from streams and rivers. Fifty years ago hydroelectric power provided one third of the electricity used in the United Sates, but today it supplies only four percent.

The oceans are another potential source of energy. Scientists are studying ways to convert the energy of ocean currents, tides, and waves to electricity. Experiments are also underway to make use of temperature differences in ocean water to produce energy.

a. Find the words or phrases in the reading which mean the following. Write them in the space provided.

1. changing from one form to another __________
2. unusually large; huge __________
3. control and use __________
4. get rid of; throw away __________
5. bring back into use __________

b. Choose the best answer to each of the questions.

1. Which of the following is the best title for the passage?
   A. The use of water products for energy
   B. The search for alternative sources of energy
   C. Efficient ways of disposing of wastes
   D. New discoveries in geothermal power
2. Which of the following is **not** mentioned as an efficient way to dispose of wastes?
   A. burning garbage
   B. deriving synthetic fuels from coals, oil shale, and coal tars
   C. converting waste products to gases or oil

D. burning biological waste products

3. Which of the following has already been in use rather than under experiment?
   A. synthetic fuels from coal and coal tars
   B. power from giant windmills
   C. hydroelectric power from streams and rivers
   D. electricity derived from ocean currents, tides and waves

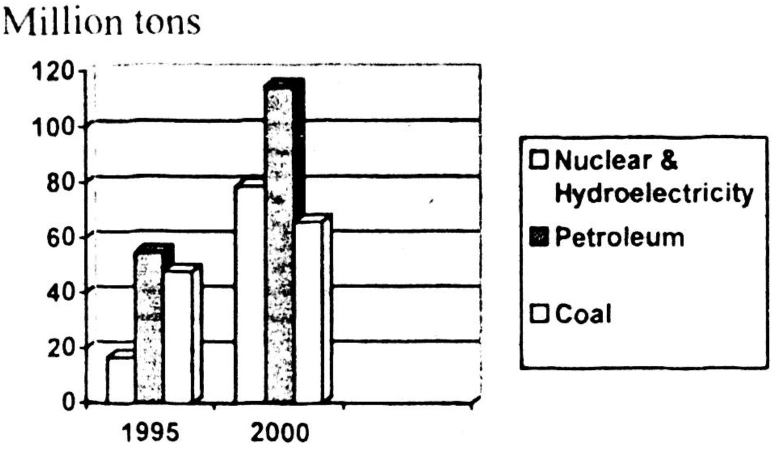
4. What can be inferred about hydroelectric power?
   A. It provides 4 percent of the electricity used in the US.
   B. It provides over 30 percent of the electricity used in the US.
   C. It provides one-third of the electricity used in the US.
   D. It supplies more electricity today than it did fifty years ago.

5. According to the text, deriving synthetic energy from coals, oil shale, and coal tars is impractical because ....
   A. it is money-consuming.
   B. it is time-consuming.
   C. sources are scarce and hard to find.
   D. of the lack of technology.

V. WRITING

Describing information from charts is similar to describing information from tables. Refer to Writing, Unit 5 (p. 49) for useful language.

Exercise 1: Following is the description of the trends in energy consumption in the year 2000. Make meaningful sentences to complete the description, using the words given.



1. As / be seen, / year 2000, / total consumption / energy / increase remarkably,/ more / double / amount consumed / 1995.

....

....

2. There be / increase / consumption / all three kinds / energy.

....

3. consumption / petroleum alone / nearly reach 120 million tons, equal / total amount / energy consume / 1995.

....

....

4. Similarly, / amount / nuclear / hydroelectricity consume / 2000 / be four times / much / 1995.

....

....

5. consumption / coal, however, account for / smallest proportion / total, with about 65 million tons.

....

....

6. It / clear that renewable sources / energy such / nuclear / hydroelectricty / become / more popular when non-renewable energy sources / run out

....

....

Progress Test 3

(Units 9 – 11)

I. PHONETICS

A. Choose the word (A, B, C or D) whose underlined part is pronounced differently from that of the others in the group.

1. A. exist B. extinct C. exhausted D. example
2. A. energy B. head C. heat D. ceremony
3. A. potential B. question C. natural D. switch
4. A. rare B. race C. raise D. space
5. A. daily B. plentiful C. possible D. fossil

B. Chose the word (A, B, C or D) whose stress pattern is different from that of the others in the group.

6. A. alternative B. environment C. unlimited D. agriculture
7. A. endangered B. animal C. prohibit D. establish
8. A. action B. pollute C. result D. extinct
9. A. proportion B. capacity C. customer D. impatient
10. A. attitude B. pollutant C. satisfied D. consequence

II. VOCABULARY AND GRAMMAR

A. Choose the word or phrase (A, B, C or D) that best completes each of the sentences.

11. Because of people's interference with the environment, many species of animals are …………… .
A. in danger of extinction B. endangered of death
C. in need of prevention D. in danger of disappearance

12. The sun, the wind, water, and ocean current are …………… of energy.
A. limited sources B. non-renewable sources
C. renewable sources D. running-out sources

13. …………… is not only environment-friendly but also safe.
A. Nuclear energy B. Solar energy
C. Energy from fossil fuels D. Energy from burning garbage

14. Solar energy is described as ……………
A. limited B. not plentiful
C. clean and safe D. finite and expensive

15. The express train, ... much shorter time, doesn't stop at this station.
A. that takes
B. which takes
C. who takes
D. which runs

16. The boy .... bicycle you borrowed wanted it back.
A. who
B. whom
C. which
D. whose

17. The man .... told me not to go there.
A. I spoke to
B. to who I spoke
C. to that I spoke
D. whom I spoke

18. A burglar is someone who ....
A. begs for food
B. buys things and then sells them
C. breaks into houses to steal things
D. steals from shops

19. The people .... we are working are very nice and helpful.
A. with whom
B. to whom
C. with that
D. with who

20. The office building .... hundreds of people are working is in very bad condition.
A. where
B. which
C. in which
D. Both A and C are correct.

B. Choose the sentence (A, B, C or D) that best describes each of the sentence or pairs of sentences given in bold.

21. **Mr Brown's son who has graduated from university is talented in music.**
A. Mr Brown has only one son who is talented in music.
B. Mr Brown has more than one son and one of them is talented in music.
C. Mr Brown has more than one son and they are talented in music.
D. Mr Brown has only one son who has graduated from university.

22. **Joe was standing on the ladder. It began to slip.**
A. Joe was standing on the ladder which began to slip.
B. The ladder which Joe was standing began to slip.
C. The ladder on which Joe was standing began to slip.
D. The ladder on that Joe was standing began to slip.

23. **The people watched the game. None of them will ever forget it.**
A. None of the people that watched the game will ever forget it.
B. The people watched the game none of whom will ever forget it.
C. Nobody that watched the game will ever forget it.

D. Both A and C are correct.

24. **Quang is very good at drawing. His father is a famous painter.**
A. Quang whose father is a famous painter is very good at drawing.
B. Quang, whose father is a famous painter is very good at drawing.
C. Quang's father, who is a famous painter, is very good at drawing.
D. Quang, whose father is a famous painter, is very good at drawing.

25. **The man told you the news. He must have told lies.**
A. The man telling you the news must have told lies.
B. The man whom told you the news must have told lies.
C. The man that telling you the news must have told lies.
D.. The man to tell you the news must have told lies.

C. Choose the underlined part (A, B, C or D) in each sentence that is grammatically incorrect and needs to be changed.

26. Neil Armstrong was the first person setting foot on the moon.
A B C D
27. The bridge, building just last year, is now in bad condition.
A B C D
28. Her classmates, most of them are boys, are very naughty.
A B C D
29. Mike, for whom I am working, is most generous person I've ever met.
A B C D
30. All the children needed medical attention are invited to visit the clinic.
A B C D

III. READING COMPREHENSION

A. Read the passage and choose the word (A, B, C or D) that best completes each of the spaces.

The Threat to the Environment

Nowadays people are more aware that wildlife all over the world is in danger. Many (31)................ of animals are threatened, and could easily become (32)................ if we do not make an effort to protect them. There are many reasons for this. In some cases, animals are (33)................ for their fur or for other valuable parts of their bodies. Some birds, such as parrots, are caught alive, and sold as pets. For many animals and birds, the problem is that their habitat - the (34)................ where they live – is (35)................ . More (36)................ is used for farms, for houses or industry, and there are fewer open spaces than there once were. Farmers use powerful chemicals to help them grow better (37)................., but these chemicals pollute the environment and (38)................. wildlife. The most successful animals on earth – human beings – will soon be the only ones (39)................., unless we can (40)................. this problem.

31. A. more B. forms C. species D. kinds
32. A. disappeared B. vanished C. empty D. extinct
33. A. hunted B. chased C. game D. extinct
34. A. spot B. place C. point D. site
35. A. exhausting B. departing C. escaping D. disappearing
36. A. earth B. land C. soil D. area
37. A. products B. fields C. herbs D. crops
38. A. spoil B. harm C. wound D. wrong
39. A. survived B. over C. missing D. left
40. A. answer B. calculate C. solve D. explain

B. Read the passage and choose the best answer (A, B, C or D) to each of the questions.

The rate at which the deforestation of the world is proceeding is alarming. In 1950 approximately 25 percent of the Earth's land had been covered with forests, and less than twenty-five years later the amount of forest land was reduced to 20 percent. This decrease from 25 percent to 20 percent from 1950 to 1973 represents an astounding 20 million square kilometres of forests. Predictions are that an additional 20 million square kilometres of forest land will be lost by 2020.

The majority of deforestation is occurring in tropical forests in developing countries, fueled by the developing countries' need for increased agricultural land and the desire on the part of developed countries to import wood and wood products. More than 90 percent of the plywood used in the United States, for example, is imported from developing countries with tropical rain forests. By the mid-1980s, solutions to this expanding problem were being sought, in the form of attempts to establish an international regulatory organisation to oversee the use of tropical forests.

41. The author's main purpose in this passage is to ....
A. cite statistics about an improvement on Earth's land surface.
B. explain where deforestation is occurring.
C. make the reader aware of a worsening world problem.

D. blame developing countries for deforestation.

42. The rate of deforestation of the world is described as ....
    A. alarming.
    B. proceeding.
    C. approximate.
    D. greatly reduced.

43. According to the passage, how much forest was destroyed from 1950 to 1973?
    A. twenty-five percent.
    B. twenty percent.
    C. twenty million square kilometres.
    D. forty million square kilometres.

44. It can be inferred from the passage that ....
    A. developing countries need wood for fuel.
    B. deforestation is occurring mostly in tropical forests in developing countries.
    C. deforestation occurs in tropical forests because developed countries need more land for agriculture.
    D. developed countries' desire to import wood and wood products causes deforestation in tropical forests to decrease.

45. Which of the following best describes the tone of the passage?
    A. Concerned
    B. Disinterested
    C. Lacid
    D. Exaggerated.

Unit 12 The Asian Games

Theme	The Asian Games
Vocabulary	Sports events, intercultural, solidarity, appreciate, ...
Pronunciation	/ str / , / skr / and / skw /
Writing	Describing the preparations for an event
Grammar	Relative Clauses - Omission of Relative Pronouns

❖ A relative pronoun in defining/restrictive relative clauses can be omitted if it is **object of the verb**.

- *I enjoy the book **which / that you lent me yesterday**.*

→ *I enjoy the book **you lent me yesterday**.*

❖ A relative pronoun in defining/restrictive relative clauses can be omitted if it is **object of a preposition** and the preposition stands at the end of the relative clause.

- *The school **which** I used to go **to** is very big.*
- *The school **to which** I used to go is very big.*

→ *The school I used to go **to** is very big.*

I. PRONUNCIATION

Exercise 1: Answer the following questions by circling the correct words. The first one has been done as an example.

0. Which of the following words has a different consonant cluster?
A. strike B. stream [✓ C.] stuck D. strain
1. Which of the following words contains the consonant cluster / skw / ?
A. squid B. strange C. sky D. score
2. Which of the following words does **not** contain the cluster / skr / ?
A. screw B. describe C. skill D. script
3. Which of the following words has a different initial sound cluster?
A. strong B. strip C. structure D. forestry
4. Which of the following words does not contain the cluster / skw / ?
A. squirrel B. squeak C. squash D. school

5. Which of the following words does not contain any of these clusters / skw / , / skr / and / str / ?
A. industry B. scratch C. scared D. dentistry

Exercise 2: Which one is the odd one out in terms of stress pattern or number of syllables. The first one has been done as an example.

0. A. apply [✓ B. billiard] C. friendship D. event
1. A. develop B. aquatic B. tradition D. cultural
2. A. facility B. solidarity C. attract D. compete
3. A. participate B. appreciate C. competition D. conditional
4. A. performance B. stadium C. finish D. government
5. A. enthusiasm B. intercultural C. environment D. participation

II. VOCABULARY

Exercise 1: Choose the word or phrase that is closest in meaning to the underlined word in each sentence. The first one has been done as an example.

0. The Asian Games take place every four years.
A. occupy [✓ B. occur]
C. take the place of D. are presented

1. The Games are held for the purpose of mutual understanding and friendship within Asia.
A. organised B. played
C. handled D. kept

2. The Asian Games have been advancing in all aspects.
A. moving forward B. invested
C. increasing D. making progress

3. The quality of sports facilities has been improved through time.
A. skills B. equipment and other aids
C. modern devices D. events

4. The participants' efforts were much appreciated when they won some gold medals.
A. accepted B. understood
C. highly valued D. encouraged

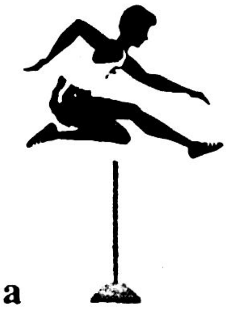
5. Vietnam will become a host country in the near future.
A. winning B. where the event takes place
C. participating D. owner

Exercise 2: Complete the columns below with the correct form of the words. The first one has been done as an example.

Verbs	*Nouns*	*Adjectives*
deepen	--------------	--------------
attract	--------------	--------------
--------------	--------------	appreciated
--------------	strength	--------------
add	--------------	--------------
--------------	quality	--------------

Exercise 3: Following are some of the sports events at the Asian Games. Match the words with the pictures.

1. running **2. weightlifting** **3. swimming** **4. cycling**
5. basketball **6. highjumping** **7. tennis** **8. football**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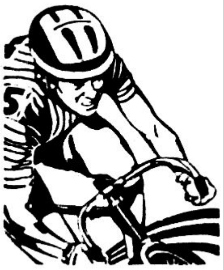
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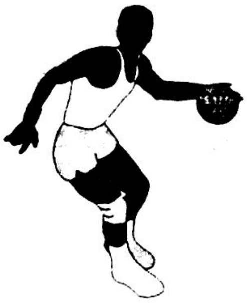
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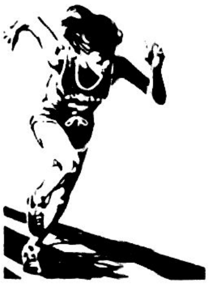
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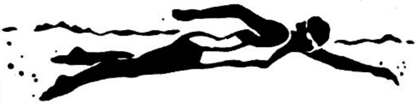
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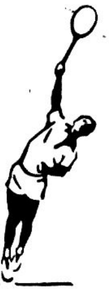
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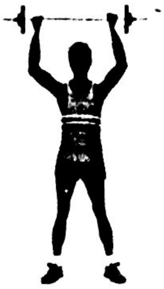
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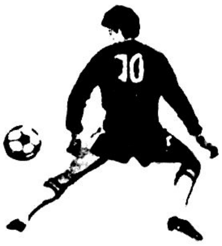
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Exercise 4: Cross out the words which do not belong to each category. The first one has been done as an example.

1. **People who compete in sports events**

athlete wrestler boxer official car racer

runner
footballer
karatedo
high jumper
skater

2. **People who control the games**

referee
coach
umpire
striker
captain
goal keeper
sponsor

3. **Names of sports events**

World Cup
Wimbledon
Academy Awards
Olympic
Grimmy
Grand Prix
Sea Games
Asian Games

4. **People who are involved in a game**

viewer
supporter
referee
reporter
competitor
costume designer
presenter
spectator

5. **Adjectives to describe games or sports events**

exciting
boring
disappointing
exhausting
noisy
big
fantastic
angry
important
careful

6. **Sports facilities**

running track
ticket
net
tennis court
penalty
stadium
field
swimming pool

III. GRAMMAR AND STRUCTURE

Exercise 1: Say if the relative pronoun in each sentence can be omitted or not. If it can be omitted, write *possible*, if it can not be omitted, write *impossible*. The first ones have been done as examples.

0. The man **who** lives downstairs from me likes heavy metal music. *impossible*

00. The bike **that** you gave me is still in good shape. ..*possible*..

1. Isn't that the man who you are waiting for? ....
2. Is that the boy who they were talking about? ....
3. I don't know where he hides the bike that he stole. ....
4. That's the dog that bit me. ....
5. Cannes is the city where the International Film Festivals are held. ....

6. The people from whom we borrowed the tent have left. ....

7. The equipment which she broke is expensive to repair. ....

8. Minh, whom I admire the most, is a kind person. ....

9. My mother is the person who I speak to most often. ....

10. Do you know the girl to whom Joe is married? ....

Exercise 2: Combine the following pairs of sentences, using a relative clause. Write all the possible alternatives. The first one has been done as an example.

0. That's the man. I told you about him yesterday.

→ *That's the man **about whom** I told you yesterday.*

→ *That's the man **who(m)** I told you **about** yesterday.*

→ *That's the man **that** I told you **about** yesterday.*

→ *That's the man I told you **about** yesterday.*

1. The computer isn't powerful enough. I bought it last week.

→ ....

2. This is the man. I sold my bike to him.

→ ....

3. This is Paul. I went on holiday with him.

→ ....

4. This is the school. I used to go to this school.

→ ....

5. I know a woman. She makes locks and keys.

→ ....

6. The man is my uncle. Tom is talking to him.

→ ....

7. He'll never forget the guests. He invited them to his wedding.

→ ....

8. A woman came to see us yesterday. My sister works with her.

→ ....

Exercise 3: Complete the following sentences with a suitable clause from the box. The first one has been done as an example.

Jim goes out with
I bought last week
you wear when you go swimming
the police arrested yesterday
you shouted at yesterday
~~you wear on your head~~
your brother works in
you showed me yesterday
we met the other day
the police found in the room

1. A hat is something ..*you wear on your head*..............
2. Is that the girl ....?
3. The man .... was not guilty.
4. The office .... is on the fourth floor.
5. A swimsuit is something ....
6. The article .... was written by a friend of mine.
7. The money .... is not mine. It belongs to the company.
8. The people .... came here to look for a job.
9. I don't really like the CD player ....
10. The man ....didn't come back again.

IV. READING COMPREHENSION

Exercise 1: Complete the text by filling in each gap with a suitable word in the box.

widely
standard
won
amazed
acted
others
had
best

The 15th Asian Games

Qatar did it. They put on the (1)............... Asian Games ever. the biggest Asian Games ever, the most (2)............... reported Asian Games ever. the highest (3)............... of Asian Games in terms of both sporting achievement and planning ever – and they even (4)............... some medals too. Qatar's success on the field (5)............... everyone and leaves a legacy for the whole country and the wider Middle East. The 15th Asian Games was not just about putting Doha on the map in a sporting sense, but Qatar (6)............... as flag bearer for the whole of the region. Never before (7)............... a Middle Eastern country and region staged anything on this scale. Now Qatar has done it. (8)............... will follow.

Exercise 2: Read the text below and then do the exercises that follow.

The spirit of the Asian Games

The corporate identity of the 15th Asian Games Doha 2006 was designed to **reflect** the host city: modern and progressive but based **firmly** on cultural traditions and beliefs.

The theme 'Old and New' reflects Qatar's unique **dichotomy** - a balance of the natural environment, heritage, culture, traditions, modern lifestyle and architecture, and the distinctive patterns and textures this creates across the land.

Old draws from the desert and tribal lifestyle, and the sea where pearling, diving and fishing **thrived**. Textures and shapes from **calligraphy** and architecture reflect the golden desert sands, and the turquoise blue sea are represented in soft, flowing patterns.

New takes in the **vibrant** and rapid growth of modern Qatar. Included is the focus on **diplomacy** and moderation, the investment in technology, education and health, the **lucrative** production of oil and gas, and the promotion of culture and sport.

The contrasts between these two philosophies have helped create forms, materials, patterns and colours that give a glimpse into what to expect in Doha 2006: a rich mixture of ethnic culture and spectacular sport.

a. The following words appear in the reading. Match a word in A with a suitable explanation in B.

A	B
1. reflect	a. *separation between two entirely different groups or things*
2. firmly	b. *profitable; producing much money*
3. dichotomy	c. *the art of producing beautiful handwriting*
4. thrive	d. *show the nature of*

5. calligraphy	e. *skill in managing relations with foreign countries*
6. vibrant	f. *strongly*
7. diplomacy	g. *develop well*
8. lucrative	h. *exciting; full of life and energy*

1. ...*d*... 2. ..... 3. ..... 4. ..... 5. ..... 6. ..... 7. ..... 8. .....

b. Answer the following questions.

1. 'The host city' in line 2 refers to
   A. the 15th Asian Games
   B. Doha
   C. identity
   D. cultural traditions and beliefs

2. Which of the following is **not** used to talk about Doha?
   A. modern B. progressive
   C. traditional D. firm

3. It can be inferred from the text that the people in Qatar
   A. have lost their cultural traditions.
   B. have a modern lifestyle but still keep their traditions.
   C. prefer their tribal lifestyle.
   D. live in tribes on deserts.

4. Which of the following is mentioned as being invested in?
   A. diplomacy and moderation
   B. education and health
   C. production of oil and gas
   D. All of the above.

5. Which of the following is **not** true about Qatar?
   A. The pearling and fishing industries developed well.
   B. The soft, flowing patterns represent the blue sea of Qatar.
   C. The contrasts between old and new reflect Doha's slow development.
   D. The Asian Games Doha 2006 is a mixture of ethnic culture and spectacular sport.

Unit 13 Hobbies

Theme Hobbies and Interests

Vocabulary hobbies, dull, recreation, sophisticated, generous, ...

Pronunciation / pt / , / bd / , / ps / and / bz /

Writing Writing about a Collection

Grammar Cleft Sentences

- Cleft sentences take the structure:

  it + be + noun/pronoun + defining relative clause

  In cleft sentences, the noun/pronoun is emphasised, as distinguished from someone/something else.

  - *It was **Jill** who told us the news. (not **Jack**)*

- *Subject Focus: the subject is emphasised*

  - *Tom decided to go.*

  → *It was **Tom** who decided to go. (not **Jerry**)*

  That is usual for *non-personal subjects*:

  - *It's **speed that** causes accidents, not bad roads.*

- *Object Focus: the object is emphasised*

  - *He ate an apple.*

  → *It was **an apple** that he ate. (not an orange)*

  That is more usual than **who** when the object is *a proper noun.*

  - *It was **Sue that** you called. (not Anne)*

  That is used with all other objects.

- *Adverbial Focus: the adverbial phrase is emphasised.*

*In this case the structure can be: **it + be + a prepositional phrase / adverb phrase + defining relative clause***

  - *They bought this from an old man.*

  → *It was **from an old man** that they bought this. (not from **me**)*

I. PRONUNCIATION

Exercise 1: Circle the words with the same sound in each line.

pt	1.	[✓ slipped]	rubbed	[✓ leapt]	[✓ jumped]
	2.	lamps	seeped	coped	chop

bd	3.	sobbed	tapped	climbed	grabbed
	4.	ribbed	grabbed	escaped	disabled
ps	5.	stops	weeks	sleeps	robs
	6.	wants	lamps	tips	clips
bz	7.	clubs	pumps	cups	crabs
	8.	taps	jobs	grips	kidnaps

Exercise 2: Write the number of syllables of each word and underline the syllable that receives the primary stress. The first one has been done as an example.

1. ac**com**pany 4
2. accomplish ☐
3. beautiful ☐
4. admire ☐
5. collector ☐
6. actually ☐
7. occupy ☐
8. discard ☐
9. indulge ☐
10. politician ☐

II. VOCABULARY

Exercise 1: Match a word in column A with a suitable definition in column B. The first one has been done as an example.

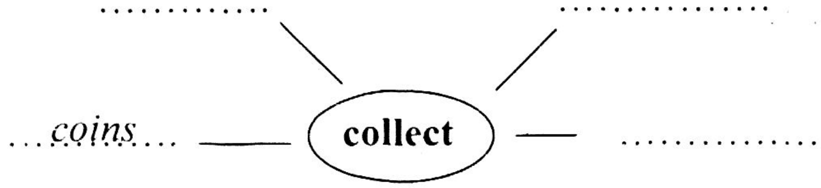
A	B
1. accomplish (v.)	a. regard sb / sth with respect
2. accomplished (adj.)	b. complete successfully
3. accompany (v.)	c. obtain sth as a hobby
4. admire (v.)	d. throw away
5. modest (adj.)	e. skilled; well trained
6. collect (v.)	f. write or speak about sth
7. avid (adj.)	g. play a musical instrument to support a voice
8. discard (v.)	h. busy or involved
9. mention (v.)	i. not large in size; not expensive
10. occupied (adj.)	j. eager

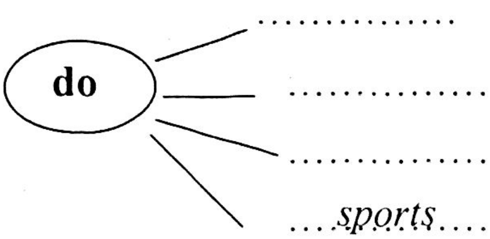
Exercise 2: Complete each sentence with a suitable word in Exercise 1. Put it in the correct form. The first one has been done as an example.

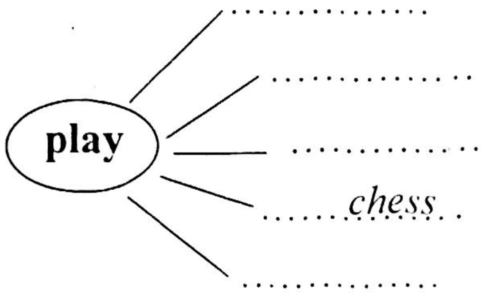
1. Jane is fully ...*occupied*.... with her two young children.
2. Jim was lucky as he was .... at the piano by his sister.
3. Did you .... the assignments to the teacher?
4. We have .... our project and are ready to take on something new.
5. Don't .... these tin cans; you can use them for other purposes.
6. They live in a .... little house in the suburb but they are very happy with what they have: obedient children and a stable job.
7. Everyone in the village .... him for his success as a doctor and artist.
8. The students are .... for information about the new methods of assessment.
9. My uncle is .... in painting. I love his works of art.
10. Tom used to .... coins, but now he switches to gems.

Exercise 3: Put the words in the correct group according to the verb that goes with them.

coins
stamps
music
chess
crosswords
gardening
computer games
cards
sports
antiques
a speaking course
old photographs







Exercise 4: Read the text and fill in each gap with a suitable form of the word given in CAPITAL. The first one has been done as an example.

Mountaineering

Mountaineering is an almost unique sport, as the (0) *climber* **CLIMB**
is in (1) __________ _ with nature itself rather than with **COMPETE**
other humans. For this reason it is an extremely
(2) ____________ activity. Nature does not follow **DANGER**
any rules or (3) ____________, and can often play **REGULATE**
very (4) ____________ . **FAIR**
(5) ___________ mountaineers are quite aware of the risks **PROFESSION**
involved in their sport. Although they are (6) ___________ **ADVENTURE**
spirits at heart, they have a full (7) ____________ of the **UNDERSTAND**
vital (8) ____________ measures necessary to keep them **SAFE**
alive, and never (9)____________ put themselves in **KNOW**
needless danger. On the other hand, they say that the
sense of (10) ____________ at the end of a climb is **ACHIEVE**
directly proportional to the risks involved.

III. GRAMMAR AND STRUCTURE

Exercise 1: Rewrite the sentences, using the cleft sentence structure with *It* to emphasize the subject, object or adverbial. The first ones have been done as examples.

0. Jane phoned you last night, not Jill.
→ It was Jane who phoned you last night, not Jill.

00. Joe bought a Ford, not a Mercedes.
→ It was a Ford that Joe bought, not a Mercedes.

000. He bought it at the market, not the supermarket.
→ It was at the market that he bought it, not the supermarket.

1. Women spend the wages, not men.
→ It is ....

2. My mother helps me with my homework.
→ It is ....

3. They reduced the income tax, not VAT.
→ It was ....

4. Mr Alan teaches French, not English.
→ It is ....

5. We arrived home early this morning, not last night.
→ It was ....

6. I want to talk to your parents, not you.
→ It is ....

7. They prepare their lessons in the library, not at home.
→ It is ....

8. The students are talking in English, not Vietnamese.
→ It is ....

9. Jim wants to buy a laptop, not a desktop.
→ It is ....

10. Young children learn foreign languages very fast, not adults.
→ It is ....

Exercise 2: The following are cleft sentences. Say if they are subject focus, object focus or adverbial focus. The first ones have been done as examples.

0. *It was last Saturday that* Anne arrived, not Sunday. *Adverbial focus*
00. *It is the math teacher who* is looking for you. *Subject focus*
1. It was the students who organised the trip, not the teachers. ....
2. It was Jack's sister that I wrote to, not him. ....
3. It is at the restaurant that their family often have dinner. ....
4. It was recent political events that they were discussing. ....
5. It is pork that she cannot eat, not beef. ....
6. It was Lan who lent me the books. ....
7. It is our classmates that need help, not theirs. ....
8. It was at your party that John met Ann. ....
9. It is Maths that your son is very good at, not Physics. ....
10. It is your car that Tom is driving. ....

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the word that best fits each of the spaces.

Collecting eggcups

People collect a large (0).........*B*...... of objects: stamps, postcards, dolls. Some people collect objects which are connected with (1).................... events or with (2).................... people. But one of the strangest (3).................... is that of eggcups. Kevin Murphy of Bradford in Yorkshire has 10,000 of them. Not (4)...................., his favourite eggcup is one in the shape of a (5).................... Yorkshireman. Kevin's hobby began seven years ago, after he (6).................... an elephant eggcup to a granddaughter who (7).................... such a liking to it that she insisted on keeping it. Kevin saw a few eggcups he liked at a (8).................... at a local shop, and started collecting them.

Others like Kevin's eggcups too. 'I have just bought a (9).................... for one of my favourites, which (10).................... disappeared last week,' he said.

0. A. amount B. variety C. numbers D. sum
1. A. historic B. actual C. physical D. human
2. A. leader B. precious C. elder D. famous
3. A. hobbies B. collections C. objects D. events
4. A. wonder B. surprisingly C. interestingly D. supposingly
5. A. popular B. unusual C. typical D. usual
6. A. borrowed B. lent C. spent D. threw
7. A. took B. enjoyed C. preferred D. loved
8. A. sell B. reduction C. sale D. cut-off
9. A. supply B. collection C. replacement D. difference
10. A. obviously B. secretly C. amazingly D. mysteriously

Exercise 2: Read the text and then do the exercises that follow.

MY HOBBY

I started learning the guitar when I was ten years old. I am seventeen now, so I have been playing for seven years. My first guitar was a present from my uncle. It was very old and needed repairing, but I loved it and used to play it until my fingers hurt. On my twelfth birthday, my father bought me a brandnew one, and I started going to private guitar lessons. My teacher teaches classical guitar, which I like, but I really want to play rock music. Sometimes I play an electric guitar. It is very loud and my mother hates it. Unfortunately it is not mine, it is my friend's.

My ambition is to play in a rock band and make records; I would like to travel around the world, playing in different countries. My friend is a good singer, so we are going to form a band together. All we need to do is find a drummer and a bass player. I will write some songs and we will practise in my bedroom. I'm sure my mother won't mind.

1. The writer has done all of the following EXCEPT
   A. learning to play the guitar with a private teacher.
   B. learning to play classical music.
   C. writing some songs.
   D. playing an electric guitar.

2. What can be inferred about the electric guitar?
   A. It belongs to the writer's friend, not him.
   B. It is not very loud.
   C. The writer's mother doesn't dislike it.
   D. It is an unfortunate instrument.

3. Which of the following is true?
   A. His uncle gave him a guitar when he was twelve.
   B. His father gave him a guitar as a birthday present.
   C. The guitar his father bought him was old and needed repairing.
   D. His fingers hurt when he played because the guitar was old.

4. What can be inferred about their music band?
   A. They need someone to play the drum.
   B. They need someone to write songs.
   C. The writer will be the singer.
   D. His friend will be the bass player.

5. Which of the following is **not** true about what the writer's ambition?
   A. To play in a rock band
   B. To break world records in music
   C. To visit different parts of the world
   D. To play music in many different countries

Unit 14 Recreations

Theme	Recreations and Entertainment
Vocabulary	recreations, leisure, undertake, engrave, ...
Pronunciation	/ ts /, / dz /, / tʃt / and / dʒd /
Writing	Retelling about a holiday's activities
Grammar	Cleft Sentences in the Passive; Sentences with *both ... and ...* Sentences with *either ... or ...* and *neither ... nor ...*

- Cleft Sentences in the passive: In this structure, the object is emphasised, and followed by a passive defining relative clause.
  - *They reduced the income tax, not VAT.*
  - → *It was the income tax* ***that was reduced****, not VAT.*

- Sentences with *both ... and ...*

  Both ... and ... can be used to emphasise a combination of two nouns, adjectives, verbs, etc. As the subject of the verb, **both ... and ...** takes a plural verb.
  - *Nam likes action films. So does Ba.*
  - → ***Both*** *Nam* ***and*** *Ba like action films.*
  - *It is both cold and wet here in winter.*
  - *He both acts and directs in the film.*

- Sentences with *either ... or ...* and *neither ... nor ...*

  - **Neither ... nor ... + affirmative verb** is an emphatic way of combining two negatives, meaning "*not one and not the other*".
    - *Tom neither wrote nor phoned home.*

  - **Either ... or ... + affirmative/interrogative verb** is used to express alternatives emphatically when **either ... or ...** is the subject or object of the verb, meaning "*any one of two*".
    - *Either Lan or her sister must be home now.*
    - *It's urgent, so could you either phone or fax?*

  - **Either ... or ...** cannot be the subject of a negative verb. In other cases, **either ... or ... + negative verb** can replace **neither ... nor ...**
    - *Tom didn't either write or phone home.*

  - In sentences with *either ... or ...* or *neither ... nor ...* as the subject, the verb may be singular or plural depending on whether the noun / pronoun following *or* and *nor* is singular or plural.

We have the formulas:

$$\left\{\begin{matrix}\text{either}\\ \text{neither}\end{matrix}\right\} + \text{noun} + \left\{\begin{matrix}\text{or}\\ \text{nor}\end{matrix}\right\} + \textbf{singular}\ \text{noun} + \textbf{singular}\ \text{verrb}$$

→ ***Either** you **or** Joe **is** wrong.*

$$\left\{\begin{matrix}\text{either}\\ \text{neither}\end{matrix}\right\} + \text{noun} + \left\{\begin{matrix}\text{or}\\ \text{nor}\end{matrix}\right\} + \textbf{plural}\ \text{noun} + \textbf{plural}\ \text{verb}$$

- *Either Tom or his friends **are coming** to see you.*

I. PRONUNCIATION

Exercise 1: Tick the correct box according to the sound cluster. The first one has been done as an example.

Sound clusters / Words	/ ts /	/ dz /	/ tʃt /	/ dʒd /
friends		✓		
judged				
students				
waits				
needs				
matched				
cuts				
arranged				
attached				
changed				

Exercise 2: Put the words in the correct column. The first one has been done as an example.

---

improvement
enormous
leisure
spectacular
recreation
television
athletics
population
entertainment
equally
generous
competition
decision
practical
admit

Stressed on 1st syllable	*Stressed on 2nd syllable*	*Stressed on 3rd syllable*
....	..*improvement*..	....
....	....	....
....	....	....
....	....	....
....	....	....

II. VOCABULARY

Exercise 1: Complete each sentence with a suitable word in the box. The first one has been done as an example.

sophisticated *dull* *recreation*
pursuits *undertook* ~~*enormous*~~

0. James won an .....*enormous*........ amount of money in the lottery.
1. Do you need any skills to operate these .... devices?
2. The discussion was extremely .... Nobody said anything interesting.
3. He engaged in his literary .... and didn't pay much attention to his children's studies.
4. Elderly people tend to take gardening as a form of ....
5. Jane .... all the preparations for the dinner party.

Exercise 2: Put the following words and phrases into the correct column of the forms of recreation. The first one has been done as an example.

oil paints
develop a film
hoes
grow vegetables
brushes
dig holes
flash
paintbox
zoom lens
watercolour
water plants
negatives

Gardening	**Photography**	**Painting**
...*dig holes*....	....	....
....	....	....

....

....

III. GRAMMAR AND STRUCTURE

Exercise 1: Underline the correct word or phrase in each of the following sentences. The first one has been done as an example.

0. You can *either* / *neither* / *both* wait here for the bus, or phone for a taxi.
1. Bicycles are environment-friendly as they are *either* / *neither* / *both* silent and clean.
2. James failed to take the trip because he lost both his passport *and* / *or* / *nor* his wallet.
3. Her sister is good at *either* / *neither* / *both* natural sciences and social sciences.
4. She found it hard to communicate as she spoke *either* / *neither* / *both* English nor French.
5. Neither the lift *and* / *or* / *nor* the escalator is working.
6. We can *either* / *neither* / *both* go to the concert, or go out for a drink
7. He carried *either* / *neither* / *both* his bags and her case.
8. You can either repair the roof *and* / *or* / *nor* repaint the house.
9. They decided to *either* / *neither* / *both* go camping or stay with some friends.
10. Jim neither likes *and* / *or* / *nor* hates pop music.

Exercise 2: Complete each of the following sentences with a suitable phrase: both ... and, either ... or ..., neither ... nor ... The first one has been done as an example.

0. We were very worried. They ..*neither*.... came ...*nor*..... phoned.
0. Michael is .....*both*.... talented ....*and*..... handsome. He's an idol of many schoolboys.
1. John is talented. He .... plays the piano .... composes music.
2. You must .... take some medicine .... go to see a doctor or both.

3. The Smiths are quite rich. They have houses .... in the city .... in the country.

4. It's just a personal opinion. .... you .... your friend is wrong.

5. It's urgent, so could you .... phone .... fax?

6. They said the room was very comfortable but it was .... large .... bright.

7. Jackie Chan is .... an actor .... a stuntman.

8. If I were you, I wouldn't buy this chair. It is .... cheap .... comfortable.

9. You can have .... milk .... orange juice, not both.

10. Why don't you buy things at this shop? The goods are .... cheap .... of good quality.

Exercise 3: Rewrite the sentences so that the meaning stays the same, beginning as shown. The first one has been done as an example.

0. He broke an antique vase.
→ It was an antique vase *that was broken*..........................

1. They hit a dog in the street yesterday.
→ It was a dog ....

2. He threw away the old newspapers.
→ It was the old newspapers ....

3. They suspect Jim of stealing the money.
→ It is Jim ....

4. Somebody has stolen her car.
→ It is her car ....

5. They offered the young man a new job.
→ It was the young man ....

6. They advertised a new kind of shampoo on TV last night.
→ It was a new kind of shampoo ....

7. He sold his old computer.
→ It was his old computer ....

8. They are decorating the living-room.
→ It is the living-room ....

9. They have repaired your bike, not mine.
→ It is your bike ....

10. Everyone believes Tom has won the race.
→ It is Tom ....

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the word that best fits each of the spaces.

Leisure is usually seen as an (1).............. which takes place outside (2).................. hours. The peak leisure time for most people is between 6p.m and 12 a.m., although in recent years there has been an increase in people working (3).............. hours and shifts, together with more 'flexitime'.

Leisure is often thought of purely as a (4).............. activity, i.e. playing sport. Although many people use their (5).............. time in this way, there are plenty of other leisure opportunities that are more (6).............. in nature, such as watching television or sunbathing on a beach. It's important to realise that leisure can embrace a whole range of experiences and activities, although personal choice may be limited due to factors such as age or provision of local (7).............. .

The leisure emphasis will normally change at different (8).............. of one's life-cycle. Different types of leisure activities tend to be popular with varying age groups. It's probably true, however, that some members of the older (9).............. are more capable of pursuing active (10).............. that they are sometimes given credit for!

1.	A. event	B. incident	C. experience	D. affair
2.	A. labour	B. working	C. employment	D. job
3.	A. unsocial	B. unreasonable	C. unsociable	D. unsuitable
4.	A. cultural	B. social	C. physical	D. mental
5.	A. rest	B. free	C. unoccupied	D. empty
6.	A. creative	B. selective	C. productive	D. passive
7.	A. conveniences	B. facilities	C. capacities	D. capabilities
8.	A. parts	B. levels	C. sections	D. stages
9.	A. generation	B. era	C. age	D. period
10.	A. entertainments	B. occupations	C. pastimes	D. games

Exercise 2: Read the text and then do the exercises that follow.

A Risky Activity

According to some scientists, high-risk sports can be particularly valuable for certain types of people. Such activities help them to learn that being frightened doesn't mean that they have to lose control. The recent fashion for jumping from bridges attached to a length of elastic rope, known as "bungee jumping", has now been tried by over one million people worldwide and interest in it is continuing to grow.

Before the special elastic rope tightens around them, jumpers reach speeds of nearly 160 kph. First-timers are usually too terrified to open their mouths, and when they are finally lowered safely to the ground, they walk around with broad smiles on their faces, saying repeatedly how amazing it was. However, for some people, it is only the embarrassment of refusing to jump at the last minute that finally persuade them to conquer their fear of heights and push themselves off into space.

a. These words appear in the text. Match each of them with a suitable explanation.

1. attach
2. elastic
3. tighten
4. amazing
5. conquer

a. wonderful
b. fasten, tie
c. overcome
d. become tight
e. returning to its previous size and shape after being pulled

b. Answer the following questions.

1. The passage mainly discusses ....
   A. risky sports activities
   B. high-risk sports
   C. bungee jumping
   D. risky sports and certain types of people

2. Which of the following is true about 'bungee jumping'?
   A. More and more people are interested in this risky sport.
   B. It makes people lose control.
   C. A bungee jumper is tied to a bridge with an elastic rope.
   D. Bungee jumping is out of fashion now.

3. Which of the following can be inferred from the passage?
   A. Jumpers find it terrifying as they are plunging down.
   B. Jumpers are too frightened to smile when they land on the ground.
   C. Jumpers can reach the speed of nearly 10 miles an hour.
   D. Both A and C.

4. Which of the following can **not** be inferred from the passage?
   A. Bungee jumpers are not afraid of heights.
   B. Although they are terrified at first, jumpers say they find it amazing.
   C. Some jumpers do it just because they find it embarrassing not to jump at the last minute.
   D. Bungee jumping has been tried by many people in different parts of the world.

V. WRITING

This is a suggested outline of a report about a holiday:

- An introduction of the event: where, when, who and what
- General features of the event: what it was like, how you felt
- Specific details: descriptions of acticities
- Conclusion: what you thought or how you felt about the event, what effects it had on you.

Exercise: Complete the report by filling each of the gaps with a suitable verb in the correct form.

Our class (1)........... to Ba Vi for camping holiday last week. The bus (2)........... the school at 5 a.m. on Saturday. It was a long trip and some girls (3)........... travel sickness. We (4)........... at the camping site at noon. First we put up the umbrella tent and took a rest. In the afternoon, we (5)........... fishing and swimming in the lake. Then, in the evening, we put up a fire, (6)........... food over the open fire and (7)........... dinner. Then, we (8)........... a good time singing and dancing around he camp fire.

The next day we organised games for everyone to join and (9)........... It was so exciting. Then in the afternoon, we (10)........... to watch vildlife in the forest; it (11)........... interesting to see different kinds of animals in their natural habitat. We left the camp site at 4 p.m on Surday. We (12)........... two days there, and it was unforgetable. We all had a wonderful time together.

Progress Test 4

(Units 12 – 14)

I. PHONETICS

A. Choose the word (A, B, C or D) whose final sound is different from the sound provided in the box.

1. $\boxed{t}$ A. meet B. stopped C. rubbed D. walked
2. $\boxed{d}$ A. located B. escaped C. judged D. provide
3. $\boxed{t}$ A. managed B. reached C. missed D. stepped
4. $\boxed{s}$ A. sleeps B. sobs C. nice D. wants
5. $\boxed{z}$ A. clubs B. spends C. depends D. prevents

B. Choose the word (A, B, C or D) whose stress pattern is different from that of the others in the group.

6. A. hobby B. modest C. avid D. indulge
7. A. accomplish B. Asian C. athletics D. aquatic
8. A. recreation B. activity C. ability D. accompany
9. A. collection B. occupy C. improvement D. decision
10 A. leisure B. pursuit C. engrave D. compete

II. VOCABULARY AND GRAMMAR

A. Choose the word or phrase (A, B, C or D) that best completes each of the sentences.

11. I go fishing quite a lot. It gets me out of the house and it helps me .... and forget all my worries.
A. relax B. amuse
C. entertain D. delight

12. Ken used to .... every weekend but he had to give it up because he didn't have the time.
A. play waterskiing B. take surfing
C. make sunbathing D. go windsurfing

13. Brian paints most evenings. He .... and it takes his mind off work.
A. finds it pleased B. finds it relaxing
C. is keen D. finds exhausting

14. The most .... sports are football, rugby and athletics.
A. popular viewing B. known team
C. famous audience D. popular spectator

15. It was their parents .... them to study further.
A. who were encouraged B. who encouraged
C. that encouraging D. that encourage

16. Could I borrow the book .... the other day at the bookshop?
A. which bought B. that you bought it
C. you bought D. which you were bought

17. It was her friend who .... the scholarship, not Ann.
A. was given B. was received
C. gave D. had given

18. .... the film .... the play is as interesting as the book.
A. Both / and B. Both / or
C. Not either / or D. Neither / nor

19. It was .... they got to know each other.
A. the Internet that B. through the Internet that
C. on the Internet D. Internet that

20. It was his money that she loved, ...
A. not his B. not he
C. not him D. but not him

B. Choose the underlined part (A, B, C or D) in each sentence that is grammatically incorrect and needs to be changed.

21. She neither does the cooking nor do the washing-up.
A B C D

22. I think either you or your brother are to blame.
A B C D

23. It was his character that was made him popular with all the schoolmates.
A B C D

24. It was their team spirit who helped them win the gold medal.
A B C D

25. It was the defeated team that was received greater admiration.
A B C D

C. Choose the sentence (A, B, C or D) that is closest in meaning to the sentence in bold.

26. **The cause of most accidents is speed, not bad roads.**
A. It is bad roads that cause most accidents.

B. It is speed that causes most accidents, not bad roads.
C. It is not speed that causes most accidents, not bad roads.
D. Either speed or bad roads cause most accidents.

27. **It was the grandmother who made all the decisions in the house.**
A. Most decisions in the house were made by the grandmother.
B. Every decision in the house was made by the grandmother, not by anyone else.
C. No one in the house could make any decisions.
D. No one in the house could make any decisions for the grandmother.

28. **Columbus sailed to America in 1492, not 1942.**
A. It was in 1492 that Columbus sailed to America.
B. It was 1492, not 1942 that Columbus sailed to America.
C. It was Columbus who sailed to America in 1492.
D. It was Columbus who sailed to America in 1492, not 1942.

29. **The adventure of the sport itself attracts lots of competitors, not the prize.**
A. It was the adventure of the sport that attracts lots of competitors, not the prize.
B. It is the adventure sport that attracts lots of competitors, not the prize itself.
C. It was the adventure of the sport who attracts lots of competitors.
D. It is the adventure of the sport that attracts lots of competitors, not the prize.

30. **It is from the school library that I get all these data.**
A. I get all these data mostly from the school library.
B. The school library is where I get all these data from.
C. I get all these data from the school library, not the media.
D. The school library is the place which I get all these data.

III. READING COMPREHENSION

A. Choose the word (A, B, C or D) that best completes each of the sentences.

Sport

Someone once said that there are three kinds of people who are interested in sport: people who (31)........... part, people who watch, and people who watch on television. It's very easy to make fun of stay-at-home sports fans, but on the other hand, television does enable us to enjoy all kinds of

(32)........... events. We can watch a racing car (33)........... another, see a cyclist (34)........... the finishing line, or enjoy the goals of our favourite football team. The first time I watched a tennis (35)........... was on television, and I found it (36)........... interesting. It's not always easy to (37)........... long distances to football (38)........... , and television is a good solution. Of course, you can get used to sitting indoors all the time, and this is dangerous. We should all try to (39)........... fit, and have other interests and (40)............

31. A. take B. have C. make D. get
32. A. the B. future C. sports D. athlete
33. A. cross B. overtake C. or D. from
34. A. overtake B. and C. cross D. professional
35. A. match B. it C. which D. that
36. A. valuable B. imaginatively C. unexpectedly D. real
37. A. trip B. tour C. pass D. travel
38. A. areas B. grounds C. teams D. fans
39. A. keep B. make C. do D. have
40. A. customs B. habits C. pastimes D. leisure

B. Read the passage and choose the best answer (A, B, C or D) to each of the following questions.

Seeing Live Music

There's something very special about going to a live concert. Although CDs are wonderful, allowing you to listen to your favourite band in the comfort of your own home, they cannot create the true atmosphere of a live performance. Whether you have queued up for tickets, or sent off for them months before, you get the same feeling of excitement when you finally make it into the concert venue. Standing with thousands of other fans, you eventually see the road crew leave the stage. How can you keep still after that, with everyone around you **yelling and screaming**, as the musicians come on stage? Even if it is not your favourite band, you soon get carried away by the rhythm and power of the music. Like waves in a heavy sea, the audience around you rocks and **sways** to the beat of each song. And when it seems to be over, you stomp your feet and shout for more, and are rewarded at last by the sight of the band running back on stage for that final encore. Give me live music every time!

41. What is special about a live concert in comparison with CDs?
    A. It allows you to listen to your favourite band.
    B. It gives you the comfort of staying at home.
    C. It provides you with an exciting atmosphere.
    D. You have to queue to get tickets.

42. To see a live performance, you ....
    A. have to send tickets off for months.
    B. have to queue for months to get tickets.
    C. get the same feeling of excitement as listening to CDs.
    D. find it exciting to join other people.

43. The phrase 'yelling and screaming' in the text is used to describe ....
    A. the excitement of a live show.
    B. the chaos at a live concert.
    C. the success of a live performance.
    D. the musicians' performance on stage.

44. The word 'sways' is closest in meaning to ....
    A. moves forward and backward
    B. dances to the music
    C. pushes around
    D. sings along to the music

45. It can be inferred from the passage that ....
    A. the author really enjoys live music.
    B. the author has never been to a live music show before.
    C. the author doesn't like listening to CDs.
    D. the author frequently goes to live performances.

Unit 15 Space Conquest

Theme	Space Exploration
Vocabulary	space exploration, orbit, tension, ambition, ...
Pronunciation	/ nt /, / nd /, / nθ /, / ns / and / nz /
Writing	Writing a biography

Grammar

✶ Sentence structure with **can** and **be able to + infinitive**
In the present tense, **be able to** is more formal and less usual than **can**.

- *Ann **can** / **is able to** write programmes.*

We always use **be able to**, not **can** in these structures:

a. To-infinitive:
- *It's great to be able to relax.*

b. After a modal verb:
- *Your mother might be able to help you.*

c. Present perfect:
- *I've been able to write some letters today*

✶ Sentence structure with **could(n't)** and **was/were able to** ...
We use **could** or **was / were able to** for general past ability or opportunity in the past.

- Tom could / was able to play the guitar when he was young.

To say that the ability or opportunity resulted in a particular action, something that really happened (a specific past action), we use **was / were able to** but not **could**.

- Joe ***was able to*** swim across the river. (a past action)
- Joe ***could*** swim when he was young. (a past ability)

We can use either form in negative sentences or questions: **couldn't** or **wasn't / weren't able to**.

- It was very cold, so we ***couldn't*** / ***weren't able to*** go out.
- ***Could*** you / ***Were*** you ***able to*** finish the work on time?

We normally use **could**, not **was / were able to**) with verbs of seeing, etc. (see, smell, taste, hear,...) and verbs of thinking (understand, ...).

- I ***could smell*** smoke as he opened the door.
- Helen ***couldn't understand*** what they were talking about.

- Sentence structure with **could have** + **past participle** to indicate a possibility or uncertainty about past actions.
  - *Jack arrived without his book. He **could have lost** it.*

- **Question-tags**
  - *It's nice today, **isn't it**?*

A question tag can be a comment (with a falling intonation), or a question (with rising intonation).

Form:

Positive statement + negative tag (aux. verb + **n't** + pronoun)
- *You've tried to phone her, **haven't you**?*

Negative statement + positive tag (aux. verb + pronoun)
- *It **isn't** very hot today, **is it**?*

With tag-questions, the answer **yes** means that the positive is true, and **no** means that the negative is true.

After a request with an imperative, we use **can you?** or **could you?**
- ***Give** me some chalk, **could you?***

After **Don't ...** the tag is **will you?**
- ***Don't** talk in class, **will you?***

After **Let's ...** we use **shall we?**
- ***Let's** go out for a drink, **shall we?***

I. PRONUNCIATION

Exercise 1: Tick the correct sound clusters for the following words. The first one has been done as an example.

	/ nt /	/ nd /	/ nθ /	/ ns /	/ nz /
0. rewind	☐	☑	☐	☐	☐
1. plant	☐	☐	☐	☐	☐
2. cleaned	☐	☐	☐	☐	☐
3. telephones	☐	☐	☐	☐	☐
4. month	☐	☐	☐	☐	☐
5. dance	☐	☐	☐	☐	☐
6. dependent	☐	☐	☐	☐	☐
7. fined	☐	☐	☐	☐	☐
8. returns	☐	☐	☐	☐	☐

9. balance	☐	☐	☐	☐	☐
10. declined	☐	☐	☐	☐	☐

Exercise 2: Tick the words that have the same stress pattern as indicated. The first one has been done as an example.

1.	oO	conquest	[✓ rename]	[✓ occur]
2.	Oo	human	around	success
3.	Ooo	scientist	telegram	ambition
4	oOo	weightlessness	enormous	certainty
5.	ooO	engineer	astronaut	pioneer
6.	Oooo	congratulate	temperature	approximate
7.	oOoo	unfortunate	artificial	experiment
8.	ooOo	exploration	independent	impossible

II. VOCABULARY

Exercise 1: Match a word in column A with a suitable definition in column B. The first one has been done as an example.

A	B
1. precisely	a. rise from the launching site
2. approximately	b. nervous strain; tenseness
3. lift off	c. risky project or undertaking
4. uncertainty	d. strong desire to achieve sth
5. react	e. exactly
6. deal with sth	f. state of not functioning as is required
7. tension	g. nearly; almost exactly
8. failure	h. respond
9. weightlessness	i. happen, take place
10. venture	j. state of not knowing definitely
11. congratulate	k. satisfy, answer
12. fulfill	l. causing great sadness
13. ambition	m. cope with sth; manage sth

14. tragic	n. state of having no weight
15. occur	o. tell sb that you are pleased about his achievements

Exercise 2: Complete each sentence with a suitable word from Exercise 1 above. Put it in the correct form. The first one has been done as an example.

0. Yes, that is ...*precisely*.... what I want to say.
1. We .... Joe on his good results in the final exams.
2. Few people would .... positively to such food preservatives.
3. Does your job .... your expectations?
4. Astronauts must find it hard to get used to .... in a spacecraft.
5. It is said that .... is a major cause of heart disease.
6. His .... is to become a famous rock star.
7. The performance was cancelled because of a power.................
8. The green tour company is their new joint business ....
9. The accident .... when he was trying to avoid the cattle.
10. Jim .... with the embarrassing situation tactfully.

III. GRAMMAR AND STRUCTURE

Exercise 1: Underline the correct word or phrase in *italics*. Sometimes both forms are possible. The first one has been done as an example.

0. It's nice to *be able to* / *can* go out with you all.
1. Anne is quite good at sports. She *can* / *is able to* swim, play tennis, and many other sports.
2. Sorry, I haven't *been able to* / *can* write to you for so long.
3. The doctor says Joe *is able to* / *can* go back to work soon.
4. Your brother might *can* / *be able to* solve this problem.
5. I'm afraid I *can't* / *won't be able to* come to your party on Saturday.
6. It's busy time here. We haven't *been able to* / *can* do anything interesting recently.

7. My cousin *can / is able to* speak three languages.

8. It'll be wonderful to *be able to / can* sunbathe again.

Exercise 2: Complete the sentences with could (n't), was(n't) / were(n't) able to or could(n't) have + past participle. Sometimes more than one is possible. The first one has been done as an example.

0. Suddenly all the lights went out. We ....*couldn't*.... see a thing.
1. Luckily, a colleague .... help me type the reports.
2. Years ago he .... run a marathon.
3. There was a big party last night. You .... hear the music half a mile away.
4. When I was ready to pay, I didn't find my purse. I .... left it at home.
5. When Jane arrived, everyone was shouting. She .... understand what was happening.
6. It .... been Julie at the cinema that you saw. She was watching TV with me last night.
7. The driver .... stop before he crashed into the car in front.
8. The weather was so awful that the plane .... take off.
9. .... (you, recognise) the robber?
10. Joe said he .... smell gas in the room.

Exercise 3: Complete the sentences. Put in the question tags. The first one has been done as an example.

0. You want a new toy for your birthday, ...*don't you*?
1. We don't have to pay to park here, ...?
2. John has been to the art museum, ...?
3. This question is not difficult, ...?
4. Janet is having her car repaired, ...?
5. You've won the competition, ...?
6. Wait a moment, ...?
7. You're Michael's cousin, ...?

8. Don't play in the rain, ...?

9. It will stop raining soon, ...?

10. Let's go fishing in the lake, ...?

IV. READING COMPREHENSION

Exercise 1: Read the text and complete each gap with a suitable phrase listed below. There is one extra.

The Chinese Space Program

China launched its first satellite in 1970 and then began the Shuguang program **1** ______, but the program was twice halted, ending in 1980. In the 1990s, however, **2** ______, and launched the crewless *Shenzhou 1*, based on the *Soyuz*, in 1999. The *Shenzhou*, like the *Soyuz*, **3** ______. In October, 2003, **4** ______, Yang Liwei, on a 21-hour, 14-orbit flight, making China only the third nation **5** ______. A second mission, **6** ______, occurred in Oct., 2005.

A	is capable of carrying a crew of three
B	to place a person in orbit
C	involving two astronauts
D	*Shenzhou 5* carried a single astronaut
E	to put an astronaut into space
F	that sent two astronauts
G	China began a new program

Exercise 2: Read the text and then do the exercises that follow.

Human Space Exploration

Human spaceflight has progressed from the simple to the complex, starting with **suborbital** flights; subsequent highlights included the **launching** of a single astronaut in orbit, the launching of several astronauts in a single capsule, the rendezvous and docking of two spacecraft, the **attainment** of lunar orbit, and the televised landing of an astronaut on the moon. The first person in earth orbit was a Soviet cosmonaut, Yuri Gagarin, in *Vostok 1* on April 12, 1961. The American Mercury program had its first orbital success in February, 1962, when John Glenn circled the earth three times; a flight of 22 orbits was achieved by Mercury in May, 1963. In October, 1964, three Soviet cosmonauts were launched in a Voskhod spacecraft. During the second Voskhod flight in March, 1965, a cosmonaut left the capsule to make the first "walk in space."

The first launch of the Gemini program, carrying two American astronauts, occurred a few days after the Soviet spacewalk. The United States made its first spacewalk during *Gemini 4,* and subsequent flights established techniques for rendezvous and docking in space. The first actual docking of two craft in space was achieved in March, 1966, when *Gemini 8* docked with a **crewless** vehicle. In October, 1967, two Soviet Cosmos spacecraft performed the first automatic crewless rendezvous and docking. Gemini and Voskhod were followed by the American *Apollo* and the Soviet *Soyuz* programs, **respectively**.

a. Choose a suitable phrase for each of the words taken from the text.

1. The word 'launching' in line 2 is closest in meaning to ....
   A. flying
   B. sending into space
   C. docking
   D. exploring

2. The word 'suborbital' in line 2 is closest in meaning to ....
   A. one-way
   B. less than one hour
   C. less than one orbit
   D. into space

3. The word 'attainment' in line 4 is closest in meaning to ....
   A. entertainment
   B. achievement
   C. success
   D. acquisition

4. The word 'crewless' in the second paragraph is closest in meaning to
   A. without people
   B. without equipment
   C. careless
   D. without success

5. The word 'respectively' in the second paragraph is closest in meaning to
   A. successfully
   B. comparatively
   C. professionally
   D. in the order mentioned

b. Answer the following questions.

1. Put the events of human spaceflight in the correct order:
   A. the launching of one person in orbit
   B. flights of less than one orbit of the earth
   C. the rendezvous and docking of two spacecraft

D. the launching of a few persons in one craft
E. the televised landing of a human being on the moon
F. the attainment of the moon's orbit

2. Which of the following is true about Yuri Gagarin?
   A. He was the first person in the world to orbit the earth.
   B. He orbited the moon in Vostok 1.
   C. He orbited the moon in April, 1961.
   D. All of the above.

3. What can be inferred about Mercury?
   A. It didn't succeed in orbiting the earth until 1961.
   B. It was a Soviet space program.
   C. John Glenn orbited the earth several times with Mercury.
   D. It achieved a 22-orbit flight the first time it started.

4. It can be inferred from the passage that ....
   A. The United States was the first to make spacewalk.
   B. A Soviet cosmonaut was the first human being to "walk in space".
   C. Soviet made two Voskhod flights in less than four months.
   D. The United Sates made its first spacewalk a few days after the Soviet's.

5. According to the passage, which of the following is **not** true?
   A. Both Soviet and the US succeeded in making spacewalk.
   B. The United States made its first docking with Gemini 8.
   C. Apollo was a US space program after its Voskhod.
   D. Both Soviet and the US succeeded in docking spacecraft.

V. WRITING

Exercise: Below is some information about Yuri Gagarin. Make meaningful sentences to complete his biography, using the words given.

1. Yuri Gagarin / be a Soviet cosmonaut, / hero / Soviet Union.

   ....

2. He / known / first person / travel / space.

   ....

3. He / born / village / Klushino near Gzhatsk , Russia, / 9 March 1934.

   ....

4. 12 April 1961, Gagarin / become / first human / travel / space / Vostok 1 / flight / 1 hour 48 minutes / earth.

....

....

5. After / flight, Gagarin / become / instant, worldwide celebrity.

....

6. 1962, he / begin / serve / deputy to / Supreme Soviet.

....

7. He later / return / "Star City", / cosmonaut facility, / he work / on designs / reusable spacecraft.

....

....

8. Gagarin then / become deputy training director / Star City.

....

9. same time, he begin / requalify / fighter pilot.

....

10. 27 March 1968, he / his instructor die / a MiG-15UTI / routine training flight near Kirzhach / age / 34.

....

....

11. Gagarin / also known / Russian history / "the Columbus / Cosmos".

....

Unit 16 The Wonders of the World

Theme	The Wonders of the World
Vocabulary	surpass, propose, proceed, mysterious, bury, ...
Pronunciation	/ ft / , / vd / , / fs / and / vz /
Writing	Writing a report
Grammar	Sentence structures with: **It is said that ... /He is said to ...**

❖ The structure **It + passive verb + clause** is used with verbs of reporting.

- ***It is believed that*** *the company is making great profit.*

Some verbs often used in this structure are **agree, announce, believe, decide, expect, know, report, say, suggest, think, understand, explain, hope, consider, assure, suppose.**

❖ We also use the structure **Subject + passive verb + to-infinitive.**

- *John **is expected to win** the race.*

Some verbs often used in this structure are **believe, expect, find, know, report, say, think, understand.**

We use these two structures when we cannot say or do not need to say who the speaker is, especially in news reports and science reports.

I. PRONUNCIATION

Exercise 1: Tick (✓) the correct box for the sound cluster in the words given. The first one has been done as an example.

Sound cluster / word	/ ft /	/ vd /	/ fs /	/ vz /
served		✓		
left				
beliefs				
craft				
drives				

cliffs				
laughed				
survived				
caves				
thrived				
lived				
conserves				
sniffs				

Exercise 2: Circle the correct stress pattern for each word. The first one has been done as an example.

0.	wonder	oO	[✓ Oo]	Ooo	oOo
1.	Pyramid	oO	Ooo	oOo	ooO
2.	burial	Oo	oOo	ooO	Ooo
3.	surpass	oO	Oo	Ooo	oOo
4.	approximate	Oooo	oOoo	ooOo	oooO
5.	consider	Ooo	ooO	oOo	oOoo
6.	architecture	Oooo	oooO	oOoo	ooOo
7.	informative	oOoo	ooOo	oooO	Oooo
8.	serious	Oo	oO	Ooo	oOo

II. VOCABULARY

Exercise 1: Choose the word or phrase that is closest in meaning to the underlined word in each sentence. The first one has been done as an example.

0. The purpose of the huge stone pyramid was to serve as a tomb when he died.
A. small [✓ B.] very large in size
C. extremely high D. tiny

1. The tomb served to protect the burial chamber from thieves.
A. people who steal things B. bad weather
C. people who protect D. guardians

2. The Great Pyramid was surpassed in height only in the 19th century AD.
   A. greatly surprised B. highly ranked
   C. improved D. exceeded

3. Several theories have been proposed about how the blocks were put in place.
   A. suggested B. proved to be true
   C. involved D. discovered

4. A straight or spiral ramp was raised as the construction proceeded.
   A. took place B. was done
   C. went on D. slowed down

5. The museum housed the mysterious Sun Boat, discovered in 1954 near the south side of the pyramid.
   A. wonderful B. hard to explain
   C. beautiful D. great in size

Exercise 2: Complete each of the sentences below with a suitable word given in bold. The first one has been done as an example.

1. **thieves** **thefts**

a. The number of ...*thefts*.... is reported to be increasing during the holidays.

b. The .... have been arrested and put in prison.

2. **proposal** **proposed**

a. We are considering a .... to offer a discount to regular customers.

b. The teacher .... that we should visit the old town of Hoi An.

3. **belongings** **belongs**

a. This book .... to the learning centre. I can't lend it to you.

b. Lots of people had all their .... swept away in the flood.

4. **constructed** **construction** **constructive**

a. You should be thankful for his .... criticism.

b. The bridge is still under .... You'd better take a boat.

c. A car factory is going to be .... on this site.

5. **mysterious**

mysteries

a. One can never discover all the .... of life.

b. Joe received a .... letter telling him to go to the park for an appointment that night.

III. GRAMMAR AND STRUCTURE

Exercise 1: Rewrite the sentences using passive voice. Start as shown. The first one has been done as an example.

0. People say that Mike won the lottery last night.
   → It is said ...*that Mike won the lottery last night*..............
   → Mike is said ...*to win the lottery last night*....................
1. They reported that the President was going to resign soon.
   → It was reported ....
   → The President was reported ....
2. Many people believe that Chelsea will win the game.
   → It is ....
   → Chelsea is ....
3. Someone thinks that Jill and Jane are sisters.
   → It is ....
   → Jill and Jane are ....
4. Everyone expects that you will win the first prize.
   → It is ....
   → You are ....
5. Vietnam Airlines announced that Flight VN 254 to Hanoi would be delayed.
   → It is ....
   → Flight 254 to Hanoi is ....
6. People suppose that the shopping centre will open next month.
   → It is ....
   → The shopping centre is ....
7. The judge found that Tom was not guilty of the crime.
   → Tom was ....
8. People hope that the new policy will allow them to work shorter time.
   → It is ....
   → The new policy is ....

Exercise 2: Report the following rumours, using the passive. The first one has been done as an example.

0. People say this.

The swimming champion has taken drugs.

- It is ...*said that the swimming champion has taken drugs*....

1. Lots of people hope this.

Gambling will be banned in the area.

- It is ....
....

2. Everyone expects this.

The economy will grow by 5 % this year.

- The economy is ....
....

3. Journalists reported this.

No one was killed in the storm.

- It was ....
....

4. Economists suppose this.

Inlation will fall next year.

- Inflation is ....
....

5. Someone believes this.

The Government is planning a new highway.

- The Government is ....
....

IV. READING COMPREHENSION

Exercise 1: Read the text and choose the word that best fits each of the spaces.

The Golden Gate Bridge (1).................. the beautiful city of San Francisco with the suburbs to the north. Everyday, about one hundred thousand automobiles (2)................... the bridge, taking people to and

(3).................. the city. More than half of them cross the bridge during the morning and evening (4).................. with traffic so heavy; the trip is not pleasant.

Now, however, there is at least one group of happy (5).................. These are the people who travel (6).................. the bridge instead of on it. They go to work by boat and enjoy it (7).................. that most of them say they will never go by car again.

The ferry they (8).................. is the roomy, quiet, comfortable "Golden Gate". Commuters can enjoy the sun (9).................. . In the morning they can have breakfast in the coffee shop, and in the evening they can order a drink in the bar (10).................. looking at San Francisco's famous skyline and the nearby hills.

1. A. joins B. combines C. ties D. cross
2. A. travel B. go C. cross D. run
3. A. back B. from C. at D. off
4. A. rush hours B. late hours C. full hours D. crowded hours
5. A. customers B. drivers C. audiences D. commuters
6. A. over B. under C. below D. above
7. A. too much B. very much C. so much D. a lot
8. A. take B. go C. travel D. make
9. A. on top B. on boat C. on deck D. shine
10. A. when B. and C. during D. while

Exercise 2: Read the text and then do the exercises that follow.

Seven Modern Wonders Of The World

The ancient Greeks spoke of the Seven Wonders of the World. Recently, some engineers came up with this list of the seven wonders of our modern world:

The Panama Canal, begun in the 1880s, wasn't finished until 1914. It joins the Atlantic and Pacific ocean's. Engineers describe the canal as a victory of humans over geography: Workers dug huge amounts of land and tamed rivers.

The Golden Gate Bridge, completed in 1937, was also a challenge for workers: San Francisco Bay has very strong winds and rough waves. The Golden Gate is still the world's tallest bridge. It has enough steel to wrap around the world three times.

For 40 years after it was completed in 1931, **the Empire State Building**, in New York City, was the tallest building in the world. Amazingly, this 102-storey building was constructed in just 410 days.

At 1,815 feet, **the CN Tower**, in Toronto, Canada, is one of the world's tallest free-standing buildings. Completed in 1976, the tower is used for TV and radio broadcasting.

The Netherlands North Sea Protection Works is another victory over geography. The Netherlands, which is below sea level, was often flooded by the North Sea and by rivers. Then, between 1927 and 1932, a dam was built to shut out the sea. Twenty years later, dams and canals were built to control the rivers.

The Itaipú Dam, completed in 1984, goes across the Parana River at the Brazil-Paraguay border. It is the world's largest hydroelectric plant.

Completed in 1994 **the Channel Tunnel** joins France and England. The "Chunnel" is a remarkable convenience: Cars, buses, and trucks are all carried through the tunnel by train.

a. The following words appear in the text; match a word in A with a suitable meaning in B.

A	B
1. dug	a. a difficult, demanding task
2. tamed	b. a place where water-power is used to produce electricity
3. challenge	c. put under control; made manageable
4. wrap	d. cover
5. hydroelectric plant	e. broke up and moved earth/soil

b. Read the article and write the names of the wonders as described:

1. a structure that is the tallest of its kind: ....
2. two great victories over geography: ....
3. a structure that joins two bodies of water: ....
4. two structures that join two separate areas of land: .... & ....
5. a structure constructed very quickly: ....
6. two structures that are in Europe: .... & ....

c. Read the text again and then answer the questions.

1. All of the following constructions are in North America EXCEPT
   A. the Empire State Building B. the Golden Gate Bridge
   C. the Itaipú Dam D. the CN Tower

2. The construction of which of the following wonders was started in
   the late 19th century?
   A. The Panama Canal B. The Channel Tunnel
   C. The Golden Gate Bridge D. The Empire State Building

3. All of the following wonders were completed in the late 1900s EXCEPT
   A. the Channel Tunnel B. the Golden Gate Bridge
   C. the Itaipú Dam D. the CN Tower

4. Which of the following statements is **not** true about the Empire State Building?
   A. It was completed in 1931.
   B. It contains over one hundred storeys.
   C. It is the tallest building in the world.
   D. It took over one year to construct.

5. According to the text, which of the following statements is true?
   A. The Netherlands is high above sea level.
   B. The Golden Gate Bridge is long enough to wrap the world.
   C. You can drive your car through the Channel Tunnel.
   D. The Itaipú Dam is the largest hydroelectric plant in the world.

REVISION TEST 2

(Units 9 – 16)

I. PHONETICS

A. Choose the word (A, B, C or D) whose underlined part is pronounced differently from that of the others in the group.

1. A. coughed B. left C. relieved D. laughed
2. A. behaves B. cliffs C. conserves D. strives
3. A. washed B. changed C. lived D. grabbed
4. A. appreciate B. participate C. official D. tradition
5. A. appear B. aquatic C. gather D. organise

B. Choose the word (A, B, C or D) whose stress pattern is different from that of the others in the group.

6. A. gardening B. popular C. equally D. spectator
7. A. cosmonaut B. ambition C. disaster D. belongings
8. A. propose B. proceed C. journey D. believe
9. A. wonder B. transport C. consist D. conquest
10. A. technical B. precisely C. amusement D. construction

II. VOCABULARY AND GRAMMAR

A. Choose the word or phrase (A, B, C or D) that best completes each of the sentences.

11. NASA's Galileo spacecraft finally .... around Jupiter in December 1995.
A. was sent in orbit B. went into orbit
C. orbited D. went to orbit

12. Unlike many young children, Jim doesn't enjoy .... computer games.
A. doing B. collecting
C. playing D. taking

13. He is said .... the entrance exam to that school.
A. to have passed B. that he had passed
C. to be passed D. that he would pass

14. There aren't many exercises left undone, ... ?
A. are they D. aren't they

C. are there
D. aren't there

15. Anne is not only good at languages .... natural sciences.
A. but also
B. but also at
C. but also excellent at
D. but she also good at

16. It is the development of science .... for all these environmental problems.
A. that is responsible
B. that is to blame
C. that causes
D. both A and B are correct

17. The drivers .... before they crashed into each other.
A. could stop
B. were able to stop
C. were able to avoid
D. could avoid

18. .... scientists will be working on the moon.
A. It is believed that
B. People are believed that
C. Scientists are believed
D. both A and C are correct

19. .... run for president.
A. Mrs Clinton believes to
B. It is said that Mrs Clinton
C. People think that Mrs Clinton
D. Mrs Clinton is believed to

20. The bus was full. We .... find a seat anywhere.
A. could
B. couldn't
C. were able to
D. wasn't able to

B. Choose the underlined part (A, B, C or D) in each sentence that is grammatically incorrect and needs to be changed.

21. These brown shoes look nice, aren't they?
A B C D

22. Don't make any more noises, will you?
A B C D

23. He said we could either go by train or by plane.
A B C D

24. Luckily, Mike could get the work done in time.
A B C D

25. It is thought that multiple choice tests is easier to do.
A B C D

C. Choose the statement (A, B, C or D) that best explains the meaning of each of the sentences in bold.

26. **It is claimed by psychologists that everyone lies at some time or other.**

A. Psychologists are claimed that everyone lies at some time or other.
B. Psychologists are claimed to lie at some time or other.
C. Everyone is claimed to lie at some time or other.
D. People claim that everyone lies at some time or other.

27. **People have agreed that changes to the plan are necessary.**
A. Changes to the plan have been agreed on by people.
B. It was agreed that changes to the plan are necessary.
C. People have been agreed to change the plan.
D. It has been agreed that it is necessary to make changes to the plan.

28. **It was reported that the team had been disqualified from the game.**
A. Someone reported that the team had been disqualified from the game.
B. The team was reported to have been disqualified from the game.
C. The team was reported that they had been disqualified from the game.
D. Both A and B are correct.

29. **It is at the English club that we do a lot of practice.**
A. We do a lot of practice at the English club, not at school.
B. It is the English club where we do a lot of practice.
C. We do a lot of English practice at the school club.
D. We do a lot of practice at school and at the English club.

30. **Everyone hopes that the government will pass a law to protect these historical relics.**
A. It is said that the government will pass a law to protect these historical relics.
B. The government is hoped to pass a law to protect these historical relics.
C. A law to protect these historical relics is hoped to pass.
D. The government hopes to pass a law to protect these historical relics.

III. READING COMPREHENSION

A. Read the passage and choose the option (A, B, C or D) that best completes each of the spaces.

GREENPEACE

Greenpeace is an independent organisation that campaigns to protect the environment. It has about 4.5 million members worldwide in 158 countries, 300,000 of these in the United Kingdom. (31)............... in North America in 1971, it has since opened offices round the world. As (32)............... as its campaigning (33)............... , it also has a charitable trust which

(34).............. scientific research and (35).............. educational projects on environmental issues. Greenpeace (36).............. in non-violent direct action. Activists (37).............. public attention to serious threats to the environment. (38).............. issues on which the organisation is campaigning include the atmosphere (global warming), the (39).............. of the rainforests and toxic (40).............. being emitted from factories.

31. A. Built B. Formed C. Invented D. Produced
32. A. long B. far C. good D. well
33. A. work B. job C. occupation D. position
34. A. pays B. funds C. rewards D. earns
35. A. undertakes B. engages C. commits D. enters
36. A. accepts B. depends C. holds D. believes
37. A. draw B. pay C. get D. take
38. A. Recent B. Current C. Immediate D. Next
39. A. ruin B. extinction C. destruction D. downfall
40. A. waste B. litter C. rubbish D. leftovers

B. Read the passage and choose the best answer (A, B, C or D) to each of the questions.

Collectibles have been a part of almost every culture since ancient times. Whereas some objects have been collected for their usefulness, others have been selected for their aesthetic beauty alone. In the United States, the kinds of collectibles currently popular range from traditional objects such as stamps, coins, rare books, and art to more recent items of interest like dolls, bottles, baseball cards, and comic books.

Interest in collectibles has increased enormously in the past decade, in part because some collectibles have demonstrated their value as investments. Especially during cycles of high inflation, investors try to purchase tangibles that will at least retain their current market values. In general, the most traditional collectibles will be sought because they have preserved their value over the years, there is an organised auction market for them, and they are most easily sold in the event that cash is needed. Some examples of the most **stable** collectibles are old masters, Chinese ceramics, stamps, coins, rare books, antique jewelry, silver, porcelain, art by well-known artists, autographs, and period furniture.

Other items of more recent interest include old photograph records, old magazines, post cards, baseball cards, art glass, dolls, classic cars, old bottles, and comic books. These relatively new kinds of collectibles may actually appreciate faster as short-term investments, but may not hold their value as long-term investments. Once a collectible has had its initial play, it appreciates at a fairly steady rate, supported by an increasing number of enthusiastic collectors competing for the limited supply of collectibles that become increasingly more difficult to locate.

41. What is the author's main point?
    A. Collectibles provide interesting information about culture.
    B. Collectibles are better than other types of investments.
    C. New types of collectibles appreciate more rapidly.
    D. A variety of collectibles have become popular investments in the United States.

42. In comparing new collectibles with more traditional ones, the author observes that ....
    A. newer collectibles hold their value.
    B. more traditional collectibles appreciate faster.
    C. after a rapid increase in value, all collectibles have steady rates of appreciation.
    D. newer collectibles make better short-term investments.

43. The word 'stable' in paragraph 2 can be replaced by ....
    A. traditional
    B. reliable
    C. expensive
    D. current

44. The author mentions all of the following as examples of new types of collectible items EXCEPT
    A. autographs
    B. dolls
    C. bottles
    D. post cards

45. Which of the following is **not** mentioned as a currently popular collectible?
    A. stamps
    B. baseball cards
    C. antique jewelry
    D. rare books

Answer Sheet for Progress Tests and Revision Tests

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. Ⓐ Ⓑ Ⓒ Ⓓ
15. Ⓐ Ⓑ Ⓒ Ⓓ
16. Ⓐ Ⓑ Ⓒ Ⓓ
17. Ⓐ Ⓑ Ⓒ Ⓓ
18. Ⓐ Ⓑ Ⓒ Ⓓ
19. Ⓐ Ⓑ Ⓒ Ⓓ
20. Ⓐ Ⓑ Ⓒ Ⓓ
21. Ⓐ Ⓑ Ⓒ Ⓓ
22. Ⓐ Ⓑ Ⓒ Ⓓ
23. Ⓐ Ⓑ Ⓒ Ⓓ
24. Ⓐ Ⓑ Ⓒ Ⓓ
25. Ⓐ Ⓑ Ⓒ Ⓓ
26. Ⓐ Ⓑ Ⓒ Ⓓ
27. Ⓐ Ⓑ Ⓒ Ⓓ
28. Ⓐ Ⓑ Ⓒ Ⓓ
29. Ⓐ Ⓑ Ⓒ Ⓓ
30. Ⓐ Ⓑ Ⓒ Ⓓ
31. Ⓐ Ⓑ Ⓒ Ⓓ
32. Ⓐ Ⓑ Ⓒ Ⓓ
33. Ⓐ Ⓑ Ⓒ Ⓓ
34. Ⓐ Ⓑ Ⓒ Ⓓ
35. Ⓐ Ⓑ Ⓒ Ⓓ
36. Ⓐ Ⓑ Ⓒ Ⓓ
37. Ⓐ Ⓑ Ⓒ Ⓓ
38. Ⓐ Ⓑ Ⓒ Ⓓ
39. Ⓐ Ⓑ Ⓒ Ⓓ
40. Ⓐ Ⓑ Ⓒ Ⓓ
41. Ⓐ Ⓑ Ⓒ Ⓓ
42. Ⓐ Ⓑ Ⓒ Ⓓ
43. Ⓐ Ⓑ Ⓒ Ⓓ
44. Ⓐ Ⓑ Ⓒ Ⓓ
45. Ⓐ Ⓑ Ⓒ Ⓓ

ANSWER KEY

Unit 1 Friendship

I. PRONUNCIATION

Exercise 1:

Consonant sounds Words	/ dʒ /	/ tʃ /
change	✓	✓
orange	✓	
chair		✓
journalist	✓	
jump	✓	
future		✓
adjust	✓	
challenge	✓	✓
actual		✓
charge	✓	✓

Exercise 2:

1. C – perhaps
2. A – whisper
3. A – quality
4. C – acquaintance
5. B – entertain
6. B – adequately
7. B – intelligent
8. C – conversation

II. VOCABULARY

Exercise 1:

1. c 2. f 3. a 4. e 5. h 6. d 7. b 8. g

Exercise 2:

1. intimate
2. Mutual
3. suspicion
4. acquaintance
5. essence
6. whispered / whispers
7. loyalty
8. unselfish

Exercise 3:

Noun	Verb	Adjective	Opposite
acquaintance	acquaint (sb/ oneself with sth)	acquainted (with sb/sth)	
intimacy	intimate	intimate	
selfishness		selfish	unselfish

constancy		constant	inconstant
loyalty		loyal	
pursuit	pursue		
capability		capable	incapable
pleasure	please	pleasant	unpleasant

III. GRAMMAR AND STRUCUTRE

Exercise 1: 1. to do 2. to have 3. to be 4. repair
5. work 6. to hear 7. to do 8. borrow

Exercise 2:

1. Joe was not allowed to use his sister's car.
2. She offered to give me something to eat.
3. Mike had the garage repair his car.
4. This coffee is too hot for me to drink.
5. My parents make me do my homework every night.
6. There's nothing much to do in the countryside.
7. Ann has some housework to do before going out.
8. Jill was willing to help us.

Exercise 3:

.... 1. I'm glad $\overset{\textit{to}}{/}$ hear that you have got a job.

..✓.. 2. Everyone expects her to come and join them.

.... 3. Mr Minh never allows anyone $\overset{\textit{to}}{/}$ smoke in his office.

.... 4. You shouldn't help your friend tell lies to $\overset{\textit{his}}{/}$ father.

.... 5. You're likely $\overset{\textit{to}}{/}$ catch a cold if you don't keep yourself warm enough.

..✓.. 6. Her father is difficult to please.

.... 7. I find it very interesting $\overset{\textit{to}}{/}$ study English.

.... 8. Is it possible $\overset{\textit{to}}{/}$ have a picnic here in the park?

..✓.. 9. I saw Nam feed the cats yesterday.

.... 10. It's very kind of you $\overset{\textit{to}}{/}$ let us stay overnight.

IV. READING COMPREHENSION

Exercise 1:

1. B 2. D 3. A 4. B 5. C 6. D 7. A 8. D 9. A 10. C

Exercise 2:

A. 1. c 2. d 3. a 4. e 5. b

B. 1. T 2. F (They find it unusual.) 3. F (No, no one else is involved)

4. T 5. T 6. T 7. F (Yes, she will have to tell him soon.)

V. WRITING:

Exercise 1:

Physical Features (appearance)	Face shape	round, roundish, square, long
	Body type / Size & shape (height, weight, ...)	well-built, thin, fat, medium-height, average build, overweight, tall
	Hair style	curly, wavy, straight, long, bald
	Hair colour	black, blond
	Age	young, old, middle-aged, 18
	Clothes	smartly dressed, T-shirt and jeans
	Other	good-looking, mustache, glasses, beard
Personality Features		outgoing, shy, friendly, talkative

Exercise 2:

1. He was an old man with grey hair and a long beard. He wore dark, horn-rimmed glasses which made him look very serious.
2. Tom's father was a plump gentleman who looked kindly. He was old with a moustache. He wore an old jacket which smelt of tobacco. He used to get up early, before anyone else and smoke a pipe in the garden before breakfast.

Exercise 3: 1. A 2. D 3. B 4. C

Unit 2 Personal Experiences

I. PRONUNCIATION

Exercise 1:

1. C 2. A 3. A 4. C 5. B 6. B 7. B 8. C

Exercise 2: Put the words in the correct column according to their stress pattern.

● •	• ●	● • •	• ● •
sneaky	decide	personal	exactly
practice	appear	attitude	excited
pointed	affect	summary	imagine
stolen	correct		computer
	complain		

II. VOCABULARY

Exercise 1:

1. stole/ had stolen 2. theft 3. imagination 4. personal 5. excitement

Exercise 2:

1. A 2. B 3. C 4. D 5. B

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. was watching ; phoned
2. took ; was trying
3. did the headmaster just say ; was not listening
4. was raining ; were sleeping ; decided
5. had started ; arrived
6. left ; had finished
7. was writing ; walked
8. finished ; had gone

Exercise 2:

1. *hadn't told*
2. *had forgotten*
3. *was talking*
4. *had disappeared*
5. *had broken*
6. *was reading*
7. *looked ; saw*
8. *was thinking*

Exercise 3:

1. ✓ 2. was knowing → knew

3. worked → was working   4. ✓
5. was starting → had started   6. ✓
7. read → was reading
8. played → was playing

IV. READING COMPREHENSION

Exercise 1:

1. embarrassing   2. get   3. to pay   4. a box of   5. rest
6. assistant   7. mess   8. enough   9. turn   10. without

Exercise 2:

a. 1. F (because he didn't like school.)   2. T   3. T
4. F (because his mother told him to)
5. F (he did)

b. 1. B   2. A   3. B   4. C

V. WRITING

Exercise 1:

1. My mum and I were in Berwick shopping.
2. When we were going past Boots I saw this / the big sign above the CDs that said 'Free.'
3. So I went in and took one.
4. When I came out my mum was horrified and asked (me) what I thought I was doing shoplifting like that.
5. I told her about the sign and she pointed out that in small letters underneath it had said 'when you buy a lipstick'.
6. I felt so stupid, especially when mum made me take it back to the shop.

Unit 3 A Party

I. PRONUNCIATION

Exercise 1:

1.	**h**air	**wh**ole
2.	p**r**ay	**r**eason
3.	**rh**ythm	che**rr**y
4.	fami**l**y	ce**l**ebration
5.	lo**rr**y	**r**iver

Exercise 2:

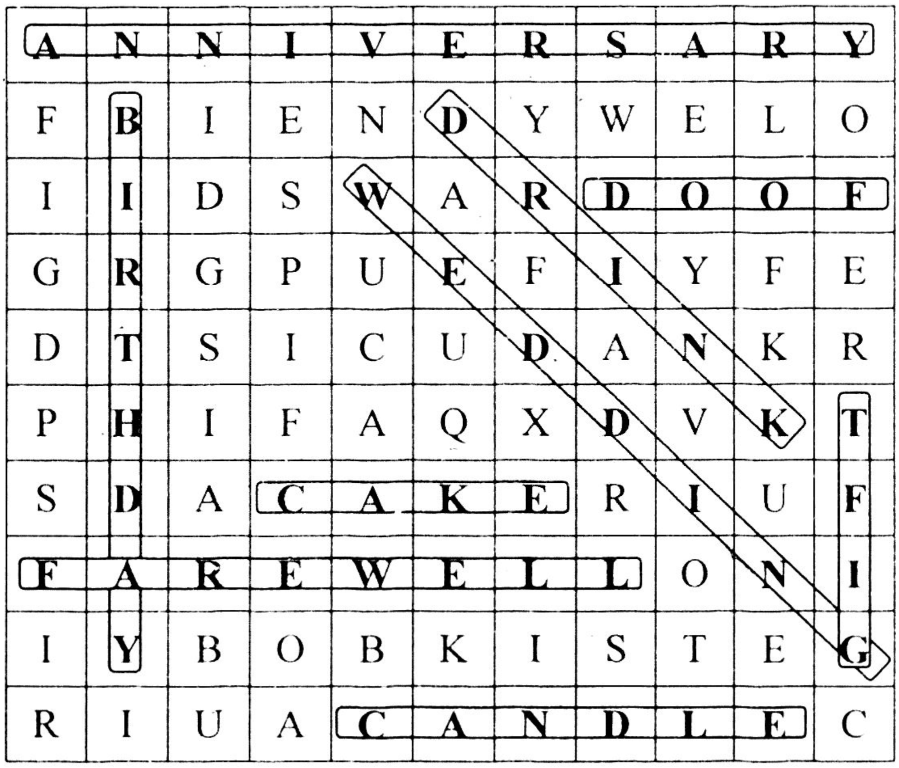
party
finish
bird
joke
flower
friend
toy

partner
family
birthday
home
house
present
joyful

card
give
serve
blow
about
end
noise

II. VOCABULARY

Exercise 1: Word search



A	N	N	I	V	E	R	S	A	R	Y
F	B	I	E	N	D	Y	W	E	L	O
I	I	D	S	W	A	R	D	O	O	F
G	R	G	P	U	E	F	I	Y	F	E
D	T	S	I	C	U	D	A	N	K	R
P	H	I	F	A	Q	X	D	V	K	T
S	D	A	C	A	K	E	R	I	U	F
F	A	R	E	W	E	L	L	O	N	I
I	Y	B	O	B	K	I	S	T	E	G
R	I	U	A	C	A	N	D	L	E	C

Parties:

1. anniversary
2. birthday
3. wedding
4. farewell

Things:

5. food
6. drink
7. cake
8. candle
9. gift

Exercise 2:

1. special 2. anniversary 3. married 4. blow 5. divorced

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. to finish 2. hitting 3. to help 4. living
5. to do 6. to learn / learning 7. driving 8. to hurt
9. to leave 10. seeing

Exercise 2:

1. to be awarded 5. to tell 8. to be given
2. to see 6. to be questioned 9. to put

3. to be interviewed   7. not to see   10. to be told
4. to be taken

Exercise 3:

1. A.   2. B   3. C   4. A   5. C   6. C   7. B   8. A

Exercise 4:

1. C   2. C   3. B   4. A   5. A   6. B   7. A   8. C

IV. READING COMPREHENSION

Exercise 1:

1. planning   2. outing   3 book   4. amazed
5. delicious   6. generous   7. non-stop   8. venue

Exercise 2:

1. B   2. A   3. C   4. A

V. WRITING

Exercise 1:

Dear Jane,

There's a dog and cat show at City Stadium on Sunday.
It is at 4:00 p.m.
Would you like to go? / Do you like to go?
Give me a call to let me know.

Yours,

Jill

Progress Test 1

(Units 1 – 3)

I. PRONETICS

Part A.   1. B   2. D   3. A   4. D   5. C

Part B.   6. A   7. C   8. C   9. B   10. A

II. GRAMMAR AND STRUCTURE

Part A.

11. B   12. D   13. B   14. C   15. C   16. A   17. A   18. B   19. D   20. B

Part B

21. B   22. C   23. A   24. C   25. D   26. B   27. A   28. A   29. C   30. D

III. READING COMPREHENSION

Part A

31. A 32. C 33. A 34. C 35. B 36. D 37. B 38. B 39. D 40. C

Part B 41. C 42. A 3. D 44. B 45. C

Unit 4 Volunteer Work

I. PRONUNCIATION

Exercise 1:

1. want 2. whom 3. jean 4. own 5. understand
6. judge 7. weak

Exercise 2:

0. nation
1. student
2. participate
3. mountainous
4. suffer
5. volunteer
6. organisation
7. museum
8. believe
9. comfort
10. orphanage
11. disaster
12. understand
13. difficult
14. vacation

II. VOCABULARY

Exercise 1:

1. c 2. f 3. e 4. a 5. b 6. d

Exercise 2:

1. participate 2. suffering 3. retire 4. volunteer 5. remote

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. telling 2. swimming 3. Living 4. taking
5. cooking ; eating 6. going 7. watching 8. helping

Exercise 2:

1. talking 2. saying 3. Arriving 4. playing 5. moving
6. stealing 7. standing ; waiting 8. fishing

Exercise 3:

1. writing 2. breaking / having broken 3. sleeping
4. listening / having listened 5. trying
6. Holding (*'Having held'* is not suitable here as it implies the action of *'holding'* was complete before the other action started.)
7. striking 8. painting

9. Having failed (*'Failing'* is not acceptable here because there is an interval of time between the two actions)
10. Knowing/ Having known

Exercise 4:

1. *writing* → gerund
2. *breaking / having broken* → gerund / perfect gerund
3. *sleeping* → present participle
4. *listening / having listened* → gerund / perfect gerund
5. *trying* → present participle
6. *Holding* → present participle
7. *striking* → present participle
8. *painting* → present participle
9. *Having failed* → perfect participle
10. *Knowing / Having known* → present / perfect participle

Exercise 5:

1. → They found him waiting outside the office.
2. → I left Nam talking to the guests.
3. → We watched them playing chess.
4. → Peter doesn't spend much time studying his lessons.
5. → Sheila went out, slamming the door behind her.
6. → Having been to the city before, Jane feels confident and comfortable.
7. → Closing / Having closed the door, she rushed to the car.
8. → The boy threw a stone, breaking the window.

IV. READING COMPREHENSION

Exercise 1:

1. D 2. C 3. A 4. C 5.C 6. B 7. D 8. A 9. B 10. A

Exercise 2:

a. 1. assisting 2. in effect 3. bias 4. undermining 5. blend

b. 1. C 2. B 3. C 4. D 5. C

V. WRITING

Exercise: 1. you 2. for 3. me 4. worn 5. from
6. too 7. send / give

Unit 5 Illiteracy

I. PRONUNCIATION

Exercise 1:

1. blame 2. problem 3. plough 4. plight 5. brown
6. bride 7. praise 8. priest

Exercise 2:

1. country 2. expression 3. adequate 4. material 5. uneducated

II. VOCABULARY

Exercise 1:

1. **ERADICATE**	crime	a house	illiteracy
2. **PROMOTE**	education	friendship	illiteracy
3. **RELEVANT**	population	information	materials
4. **MINOR**	errors	parts	passage
5. **EDUCATE**	materials	people	the public
6. **ILLITERATE**	letters	children	preparation
7. **STRUGGLE**	for power	a campaign	with somebody

Exercise 2:

1. struggle 2. relevant 3. eradicate 4. promote 5. educate

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. Joanne offered to (help) clean the windows.
2. Tom and Jerry promised to tell Bruno about the party.
3. Lam wanted to know why Linh had changed her job.
4. The mother told her sons to be quiet.
5. Pat reminded Jean to post the letter.
6. The man allowed the boys to go home.
7. Joe agreed to go out with Sue.
8. The little boy refused to take the / that money.

Exercise 2:

1. advised 2. agreed 3. reminded 4. advised
5. promised 6. refused 7. offered 8. decided

Exercise 3:

1. d 2. f 3. a 4. b 5. h 6. g 7. c 8. e

IV. READING COMPREHENSION

Exercise 1:

1. F (2/3 of the world's illiterate adults are in 8 countries.)
2. T
3. F (8 countries account for 2/3)
4. NI
5. T
6. F (very low)
7. F (half of them)
8. NI
9. T
10. T

V. WRITING

Exercise:

1. Lowlands
2. slight / small increase / rise
3. 2004
4. 2004
5. rose / increased sharply / dramatically / significantly
6. steady / slight / gradual increase / rise
7. ten-year
8. Highlands
9. gradually / steadily
10. 30 %

Unit 6 Competitions

I. PRONUNCIATION

Exercise 1:

1. / tr / - (4)
2. /dr/ - (3)
3. /tw/ - (3)
4. /tw/ - (2)
5. /tw/ - (2)
6. /tr/ - (3)

Exercise 2:

oOo	Ooo	oOoo	ooOo
athletic	stimulate	participate	competition
remember	wonderful	activity	understanding
encourage	physical	competitive	stimulation
enjoyment		apologise	information
suggestion			

II. VOCABULARY

Exercise 1:

1. D
2. A
3. C
4. B
5. D

Exercise 2:

1. a. competition
   b. competitors
2. a. stimulants
   b. stimulates
3. a. disappointed
   b. disappoint

c. compete
d. competitive

c. stimulating
d. stimulation
e. stimulus

c. disappointing
d. disappointment

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. Rita suggested going out and enjoying the nice weather.
2. He apologised for not finishing / having finished the assignment.
3. The old man accused the boy of taking / having taken his bag.
4. The boy denied taking / having taken his bag.
5. Jack suggested asking their teacher for help.
6. She insisted on sitting for the test.
7. Jane regrets not telling / having told him the truth.
8. He admitted being too afraid to join them.

Exercise 2:

1. d 2. a 3. b 4. f 5. h 6. g 7. e 8.c

IV. READING COMPREHENSION

Exercise 1:

1. hard 2. break / beat 3. new 4. after 5. silver
6. such 7. of 8. viewers 9. live 10. reports

Exercise 2:

1. A 2. B 3. B 4. C 5. A

PROGRESS TEST 2

(Units 4 – 6)

I. PHONETICS

A. 1. A 2. C 3. A 4. C 5. B
B. 6. C 7. A 8. C 9. D 10. B

II. VOCABULARY AND GRAMMAR

A. 11. A 12. C 13. D 14. B 15. A 16. A 17. D 18. C 19. B 20. C

B. 21. B 22. C 23. A 24. C 25. D

C. 26. B – taking / us to take 27. A – Not having
28. C – (~~being~~) breaking
29. A – Having had / Having eaten / Having finished 30. B – having

III. READING COMPREHENSION

A. 31. A 32. C 33. B 34. B 35. D 36. A 37. C 38. A 39. B 40. D
B. 41. B 42. C 43. D 44. B 45. B

Unit 7 World Population

I. PRONUNCIATION

Exercise 1:

kl	gl	kr	gr	kw
clear	glide	cream	grass	acquire
chlorine	glance	increase	growth	quiet
clothes	glory			quantity
				question
				quit

Exercise 2:

0.	popu**la**tion	4	5.	**pro**bably	3
1.	re**sour**ce	2	6.	re**ac**tion	3
2.	re**pea**tedly	4	7.	**go**vernment	3
3.	inter**na**tional	5	8.	a**vai**lable	4
4.	**sci**entist	3	9.	de**ve**lop	3

II. VOCABULARY

Exercise 1:

1. increase 2. raise 3. double 4. reach 5. figure

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. If I had more money, I would buy a car.
2. If I were you, I wouldn't believe what Ken says.
3. Unless you go to bed early, you will be tired tomorrow.
4. He would have sent me a present if he had remembered my birthday.
5. You can't go all that way by car unless you have two drivers.
6. Jim could have caught the plane last night if he had got to the airport on time.
7. OK, then. If the sun shines, we will go for a walk on the beach.
8. If I had revised my lessons last night, I would be able to do the test now.

9. If Tom hadn't been so lazy, he would be studying at a university now.
10. If Jane were taller, she would work as a model.

Exercise 2:

1. c. If the rain forest are destroyed, many animals will become extinct.
2. d. If the earth's climate is warmer, there will be droughts and famine in Africa.
3. a. If I were a millionaire, I would travel around the world.
4. f. If Tom were old enough, he would be offered the job.
5. b. If the world population continues to increase, there won't be enough food for everyone.
6. h. If David wins this time, he will earn some money.
7. e. If each family has only two children, they will (be able to) get a better education and life.
8. g. If safe birth-control methods are available, the population will not increase.

Exercise 3:

1. Hang said that if it stopped raining they would go shopping.
2. He said that if he could turn back time again he would take back the words he said.
3. She told Jim he could have won the race if he hadn't fallen.
4. Mike told Ann if he could reach the stars he would give them all to her.
5. The man said if they had told him about the plans he would have helped them.
6. The clerk told me if I lost my card they would send a new one within 24 hours.
7. Joe said he wouldn't have met her if he hadn't missed the train that day.
3. He told Nancy if the director agreed he would finish the report for her.
9. He advised me not to go there alone.
10. He asked her what she would do if she won the lottery.

IV. READING COMPREHENSION

Exercise 1:

1. B 2. B 3. D 4. C 5. A 6. B 7. D 8. A 9. B 10. D

Exercise 2:

a. 1. estimates 2. exerted 3. epidemics
4. strain 5. lessened 6. strides

b. 1. B 2. D 3. C 4. D 5. C

V. WRITING

Exercise: 1. unevenly 2. 32 percent 3. East Asia 4. half
5. Africa 6. population 7. a quarter 8. smaller
9. smallest 10. 2 percent

Unit 8 Celebrations

I. PRONUNCIATION

Exercise 1:

1. / flaʊə(r) / ..flower..
2. / frend / ..friend..
3. / θrəʊ / ..throw..
4. / flʌd / ..flood..
5. / freʃ / ..fresh..
6. / θraɪv / ..thrive..
7. / 'fri:kwənt / ..frequent..
8. / fri: / ..free..
9. / θru: / ..through..
10. / flaɪt / ..flight..

Exercise 2:

1. happy 2. traditional 3. member 4. festival 5. special

II. VOCABULARY

Exercise 1: Complete the word chart below.

Noun	Verb	Adjective
celebration	celebrate	celebrated
occasion	occasion	occasional
preparation	prepare	preparatory
decoration	decorate	decorative
ripeness	ripen	ripe
influence	influence	influential
exchange	exchange	exchangeable
fat	fatten	fat / fatty
prayer	pray	
comment	comment	

Exercise 2:

1. comments 2. influence 3. decorating 4. preparations

5. celebrate 6. ripe 7. exchange 8. fat

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. no one ; Everyone
2. No one
3. anyone / everyone
4. Someone
5. anyone
6. Everyone
7. someone ; someone
8. Someone

Exercise 2:

1. Everybody 2. Everybody 3. Somebody 4. Anybody 5. No body
6. Everybody 7. Everybody 8. No body 9. Everybody 10. No one

Exercise 3:

1. → ***ones*** refers to *candies.*
2. → ***one*** refers to *question.*
3. → ***one*** refers to *hat.*
4. → ***one*** refers to *house.*
5. → ***one*** refers to *coffee.*
6. → ***ones*** refers to *shirts.*
7. → ***one*** refers to *box of tissues.*
8. → ***one*** refers to *bus.*

Exercise 4:

1. Those songs are so sad. Can't you find any interesting ones?
2. This story isn't very interesting. The one you lent me last week was better.
3. - "This is not my umbrella, either." - "What about this one?"
4. You need a passport to travel abroad. So go and get one.
5. Those exercises are very easy. Have you tried this one?
6. If you need a computer disk, I can give you one.
7. These boys are too young. Can you find older ones, please?
8. The product is available in all colours. Which one would you like?

IV. READING COMPREHENSION

Exercise 1:

1. B 2. A 3. C 4. D 5. A 6. C 7. D 8. C 9. B 10. B

Exercise 2:

a. 1. d 2. a 3. e 4. b 5. c
b. 1. D 2. A 3. D 4. C 5. C 6. C

V. WRITING

Exercise:

1. The Mid-Autumn Festival is celebrated on the fifteenth of the eight lunar month. '

2. It is also called the Moon Festival and it is for children.
3. The Moon Festival was initially a harvest ceremony as the moon symbolises fullness and prosperity of life.
4. During the night of the Mid-Autumn Festival, children parade along the streets with colourful lanterns of different shapes in hands.
5. Together with the parade is the lion dance in which one person plays the role of the God of the Soil and another is the lion.
6. The God of the Soil wears a round, happy, smiling moon-face, symbolising prosperity and wealth of the earth.
7. The dance group goes from house to house to dance and is given money or gifts for that.
8. People believe that the lion dance will drive away evil spirits and bring prosperity and happiness.

REVISION TEST 1

(Units 1 – 8)

I. PHONETICS

A. 1. C 2. B 3. A 4. B 5. D

B. 6. C 7. A 8. D 9. C 10. B

II. VOCABULARY AND GRAMMAR

A. 11. C 12. D 13. A 14. B 15. D 16. C 17. C 18. B 19. A 20. D

B. 21. D – modern one 22. C – had better 23. C – studying
24. D – old ones 25. B – to be

C. 26. B 27. A 28. D 29. B 30. C

III. READING COMPREHENSION

A. 31. B 32. A 33. C 34. A 35. C 36. D 37. B 38. C 39. D 40. B

B. 41. B 42. C 43. B 44. D 45. A

Unit 9 The Post Office

I. PRONUNCIATION

Exercise 1:

1. scout , scared - spider ; speak.

/ sp / ..2..   / sk / ..2..

2. asked - stay ; steak ; last

/ st / ..3..   / sk / ..1..

3. still ; best - basketball ; school.

/ st / ..2..   / sk / ..2..

4. missed - skiing - Spain.

/ sp / ..1..   / st / ..1..   / sk / ..1..

5. speeding - fast ; stuck

/ sp / ..1..   / st / ..2..

Exercise 2:

Stress pattern word	● •	• ●	● • •	• ● •	• • ●
welcome	✓				
convenient				✓	
document			✓		
service	✓				
notify			✓		
install		✓			
magazine			(✓- US)		✓
subscribe		✓			
courteous			✓		
deliver				✓	

II. VOCABULARY

Exercise 1: 1. c   2. f   3. a   4. e   5. b   6. d

Exercise 2: 1. subscribe   2. notified   3. courteous

4. equipped with   5. competitive   6. recipient

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. c   2. g   3. e   4. a   5. i   6. h   7. b   8. d   9. j   10. f

Exercise 2:

1. → My bike, which I left at the gate, has disappeared.
2. → The bomb which went off this morning caused a lot of damage.
3. → The footballer who took drugs has been banned from playing
4. → Paul's sister, who is a doctor, is my close friend.
(or: Paul's sister, who is my close friend, is a doctor.)
5. → I read the newspaper which was lying on the table.
6. → Mr Ba, who is over seventy, is still very strong.
7. → Anne's brother, who hates horror films, refused to go to the cinema with her.
8. → She put on the clothes which she had bought the day before.

Exercise 3:

1. which / that 2. which 3. which 4. who / that
5. who 6. who /that 7. which

1. It tells us which play.
2. It adds information about 'The Importance of Being Earnest'.
3. It adds information about the college theatre.
4. It tells us which people.
5. It adds information about Lucy Kellett.
6. It tells us which young man.
7. It adds information about the evening.

IV. READING COMPREHENSION

Exercise 1:

1. A 2. B 3. D 4. A 5. C 6. C 7. B 8. B 9. C 10. D

Exercise 2:

1. A 2. A 3. C 4. D 5. D

Unit 10 Nature in Danger

I. PRONUNCIATION

Exercise 1:

1. / 'swi:tn / f. sweeten
2. / snɔ:(r)/ a. snore
3. / slɪp / h. slip
4. / smaɪl / b. smile
5. / snəʊbɔ:l / c. snowball
6. / swet / d. sweat
7. / sma:t / e. smart
8. / sli:v / g. sleeve

Exercise 2:

1. ex**ist** sur**vive** ex**tinct** [✓ **ha**bit]
2. en**dan**gered con**di**tion [✓ **con**sequence] pol**lu**tion
3. repu**ta**tion disap**pea**rance [✓ en**vi**ronment] inter**fe**rence
4. **che**mical **dan**gerous **in**fluence [✓ pro**hi**bit]
5. des**truc**tive [✓ **na**tional] pol**lu**tant pro**tec**tion

II. VOCABULARY

Exercise 1:

1. A 2. C 3. B 4. D 5. A 6. D 7. B 8. D 9. A 10. C

Exercise 2:

0. *c* 1. e 2. a 3. b 4. f 5. d

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. → Economics is the subject in which I am very interested.
2. → This is Joanne, to whom I gave my notes.
3. → The friend with whom Jim was travelling spoke French.

4. → The ladder on which Tom was standing began to slip.
5. → This is the city in which I was born.
6. → Paul, with whom I play tennis on weekend, is fitter than you.
7. → The woman from whom Jim bought the machine said it was very good.
8. → The chair on which you are sitting is in bad shape.

Exercise 2:

1. that / which / ϕ   2. who   3. which   4. which
5. that / which / ϕ   6. which   7. that / which / ϕ
8. whom   9. whom   10. that / who / ϕ

IV. READING COMPREHENSION

Exercise 1:

1. D   2. C   3. A   4. B   5. A   6. B   7. B   8. C   9. B   10. A

Exercise 2:

a. 1. c   2. f   3. a   4. g   5. h   6. b   7. d   8. e
b. 1. D   2. B   3. D   4. B   5. A

V. WRITING

Exercise 1: 1.d   2. a   3. b   4. c
Exercise 2: 1. D   2. C   3. A   4. E   5. B

Unit 11 Sources of Energy

I. PRONUNCIATION

Exercise 1:

0.	spring	/ spr /	5.	shriek	/ ʃr /
1.	splendid	/ spl /	6.	shrink	/ ʃr /
2.	shred	/ ʃr /	7.	splay	/ spl /
3.	sprain	/ spr /	8.	shrewd	/ ʃr /
4.	splinter	/ spl /	9.	sprout	/ spr /

Exercise 2:

oO	Oo	Ooo	oOo	oOoo	ooOo
reserve	fuel	energy	exhausted	alternative	geothermal
release	power	dangerous	potential	renewable	
demand	fossil		pollution	environment	
	nuclear				

II. VOCABULARY

Exercise 1:

1. d   2. c   3. h   4. a   5. i   6. j   7. b   8. e   9. f   10. g

Exercise 2:

1. exhausted
2. alternative
3. strictly
4. release
5. plentiful
6. potential
7. Demand
8. creates

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. → A competitor is someone taking part in a competition.
2. → The girl singing on the stage is my classmate.
3. → The road accident caused long delays for people travelling to work.
4. → The boy sitting next to her told her the answers.
5. → You should choose the clothes suiting your personality.
6. → We don't know the people living in this flat.
7. → I like films having a happy ending.
8. → The old lady teaching us history was very nice.

Exercise 2:

0. *founded*
1. *sold*
2. *taking*
3. *stolen*
4. *working*
5. *arrested*
6. *playing*
7. *lasting*
8. *damaged*
9. *played*
10. *found*

Exercise 3:

1. to appear
2. developed
3. watching
4. leading
5. to offer
6. costing
7. built
8. left
9. to give
10. to win

IV. READING COMPREHENSION

Exercise 1:

1. A 2. C 3. A 4. B 5. D 6. A 7. C 8. D 9. B 10. D

Exercise 2:

a. 1. converting 2. giant 3. harness 4. dispose of 5. revive

b. 1. B 2. B 3. C 4. A 5. A

V. WRITING

Exercise 1:

1. As can be seen, in the year 2000, the total consumption of energy increased remarkably, more than double the amount consumed in 1995.
2. There was an increase in the consumption of all three kinds of energy.
3. The consumption of petroleum alone nearly reached 120 million tons, equal the total amount of energy consumed in 1995.
4. Similarly, the amount of nuclear and hydroelectricity consumed in 2000 was four times as much as in 1995.
5. The consumption of coal, however, accounted for the smallest proportion of the total, with about 65 million tons.
6. It is clear that renewable sources of energy such as nuclear and hydroelectricity are becoming more popular when non-renewable energy sources are running out.

Progress Test 3

(Units 9 – 11)

I. PHONETICS

Part A. 1. B 2. C 3. A 4. A 5. D
Part B. 6. D 7. B 8. A 9. C 10. B

II. VOCABULARY AND GRAMMAR

Part A.
11. A 12. C 13. B 14. C 15. B 16. D 17. A 18. C 19. A 20. D

Part B.
21. B 22. C 23. D 24. D 25. A

Part C.
26. C – to set
27. B – built / which was built
28. A – most of whom
29. C – the most generous
30. B – needing / who (/ that) need

III. READING COMPREHENSION

Part A.
31. C 32. D 33. A 34. B 35. D 36. B 37. D 38. B 39. D 40. C
Part B. 41. C 42. A 43. C 44. B 45. A

Unit 12 The Asian Games

I. PRONUNCIATION

Exercise 1:
1. A. squid 2. C. skill 3. D. forestry 4. D. school 5. C. scared

Exercise 2:
0. B. billiard (containing 3 syllables while the others only 2)
1. D. cultural (stressed on the first syllable while the others the second)
2. B. solidarity (stressed on the third syllable while the others the second)
3. C. competition (stressed on the third syllable while the others the 2nd)
4. A. performance (stressed on the 2nd syllable while the others the first)
5. C. environment (containing 4 syllables while the others 5).

II. VOCABULARY

Exercise 1:
1. A 2. D 3. B 4. C 5. B

Exercise 2:

Verbs	*Nouns*	*Adjectives*
deepen	depth	deep
attract	attraction	attractive
appreciate	appreciation	appreciated
strengthen	strength	strong

add	addition	additional
qualify	quality	qualitative

Exercise 3: 1. d 2. g 3. e 4. b 5. c 6. a 7. f 8. h

Exercise 4:

Words to be crossed out

1. official; karatedo
2. coach; striker; goal keeper; sponsor
3. Academy Awards; Grimmy; Grand Prix
4. costume designer; presenter
5. exhausting; angry; careful
6. ticket; penalty

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. Possible 2. Possible 3. Possible
4. Impossible (*that* is the subject pronoun.)
5. Impossible (*where* is a relative adverb.)
6. Impossible (The preposition *from* stands before *whom*.)
7. Possible 8. Impossible (This is a non-defining clause.)
9. Possible 10. Impossible (The preposition *to* stands before *whom*.)

Exercise 2:

1. The computer *which* I bought last week isn't powerful enough.
   The computer *that* I bought last week isn't powerful enough.
   The computer I bought last week isn't powerful enough.
2. This is the man *to whom* I sold my bike.
   This is the man *who(m)* I sold my bike *to*.
   This is the man that I sold my bike *to*.
   This is the man I sold my bike *to*.
3. This is Paul, *with whom* I went on holiday.
   This is Paul, *whom* I went on holiday *with*.
4. This is the school *to* which I used to go.
   This is the school *which* I used to go *to*.
   This is the school *that* I used to go *to*.
   This is the school I used to go *to*.
5. I know a woman *who* makes locks and keys.
   I know a woman *that* makes locks and keys.
6. The man *to whom* Tom is talking is my uncle.
   The man *who(m)* Tom is talking *to* is my uncle.
   The man *that* Tom is talking *to* is my uncle.
   The man Tom is talking *to* is my uncle.
7. He'll never forget the guests *who(m)* he invited to his wedding.
   He'll never forget the guests *that* he invited to his wedding.

He'll never forget the guests he invited to his wedding.

8. A woman *with whom* my sister works came to see us yesterday.
   A woman *who(m)* my sister works *with* came to see us yesterday.
   A woman *that* my sister works *with* came to see us yesterday.
   A woman my sister works *with* came to see us yesterday.

Exercise 3:

1. A hat is something *you wear on your head.*
2. Is that the girl *Jim goes out with?*
3. The man *the police arrested yesterday* was not guilty.
4. The office *your brother works in* is on the fourth floor.
5. A swimsuit is something *you wear when you go swimming.*
6. The article *you showed me yesterday* was written by a friend of mine.
7. The money *the police found in the room* is not mine. It belongs to the company.
8. The people *we met the other day* came here to look for a job.
9. I don't really like the CD player *I bought last week.*
10. The man *you shouted at yesterday* didn't come back again.

IV. READING COMPREHENSION

Exercise 1:

1. best 2. widely 3. standard 4. won
5. amazed 6. acted 7. had 8. others

Exercise 2:

a. 1. d 2. f 3. a 4. g 5. c 6. h 7. e 8. b
b. 1. B 2. D 3. B 4. B 5. C

Unit 13 Hobbies

I. PRONUNCIATION

Exercise 1:

pt	1.	[✓ slipped]	rubbed	[✓ leapt]	[✓ jumped]
	2.	lamps	[✓ seeped]	[✓ coped]	chop
bd	3.	[✓ sobbed]	tapped	climbed	[✓ grabbed]
	4.	[✓ ribbed]	[✓ stabbed]	escaped	disabled
ps	5.	[✓ stops]	weeks	[✓ sleeps]	robs
	6.	wants	[✓ lamps]	[✓ tips]	[✓ clips]
bz	7.	[✓ clubs]	pumps	cups	[✓ crabs]
	8.	taps	[✓ jobs]	grips	kidnaps

Exercise 2:

1.	ac**com**pany	4	6.	**ac**tually	3
2.	ac**com**plish	3	7.	**oc**cupy	3
3.	**beau**tiful	3	8.	dis**card**	2
4.	ad**mire**	3	9.	in**dulge**	2
5.	col**lec**tor	3	10.	poli**ti**cian	4

II. VOCABULARY

Exercise 1:

1. b 2. e 3. g 4. a 5. i 6. c 7. j 8. d 9. f 10. h

Exercise 2:

1. occupied 2. accompanied 3. mention 4. accomplished
5. discard 6. modest 7. admires 8. avid
9. accomplished 10. collect

Exercise 3:

Collect: coins; stamps; antiques; old photographs
Play: chess; computer games; cards; music; sports;
Do: sports; crosswords; a speaking course; gardening

Exercise 4: 1. competition 2. dangerous 3. regulations
4. unfairly 5. Professional 6. adventurous 7. understanding
8. safety 9. knowingly 10. achievement

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. → It is women who spend the wages, not men.
2. → It is my mother who helps me with my homework.
3. → It was the income tax that they reduced , not VAT.
4. → It is French that Mr Alan teaches, not English.
5. → It was early this morning when / that we arrived home , not last night.
6. → It is your parents that I want to talk to, not you.
7. → It is in the library where / that they prepare their lessons , not at home.
8. → It is in English that the students are talking , not Vietnamese.
9. → It is a laptop that Jim wants to buy , not a desktop.
10. → It is young children who learn foreign languages very fast, not adults.

Exercise 2:

1. Subject focus
2. Adverbial focus
3. Adverbial focus
4. Object focus
6. Subject focus
7. Subject focus
8. Adverbial focus
9. Object focus

5. Object focus   10. Object focus

IV. READING COMPREHENSION

Exercise 1:

1. A 2. D 3. B 4. B 5. C 6. B 7. A 8. C 9. C 10. D

Exercise 2:

1. C 2. A 3. B 4. A 5. B

Unit 14 Recreations

I. PRONUNCIATION

Exercise 1:

Sound clusters Words	/ ts /	/ dz /	/ tʃt /	/ dʒd /
friends		✓		
judged				✓
students	✓			
waits	✓			
needs		✓		
matched			✓	
cuts	✓			
arranged				✓
attached			✓	
changed				✓

Exercise 2:

Stressed on 1st syllable	***Stressed on 2nd syllable***	***Stressed on 3rd syllable***
television	*improvement*	recreation
practical	decision	entertainment
equally	enormous	population
leisure	athletics	competition
generous	admit	
	spectacular	

II. VOCABULARY

Exercise 1:

1. sophisticated 2. dull 3. pursuits 4. recreation 5. undertook

Exercise 2:

Gardening	**Photography**	**Painting**
...*dig holes*....	flash	oil paints
hoes	zoom lens	brushes
water plants	develop a film	watercolour

grow vegetables negatives paintbox

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. *both*
2. *and*
3. *both*
4. *neither*
5. *nor*
6. *either*
7. *both*
8. *or*
9. *either*
10. *nor*

Exercise 2:

1. both ... and ...
2. either ... or ...
3. both ... and ...
4. neither ... nor ...
5. either ... or ...
6. neither ... nor ...
7. both ... and ...
8. neither ... nor ...
9. either ... or ...
10. both ... and ...

Exercise 3:

1. → It was a dog *that was hit in the street yesterday.*
2. → It was the old newspapers *that were thrown away.*
3. → It is Jim *who is suspected of stealing the money.*
4. → It is her car *that has been stolen.*
5. → It was the young man *who was offered a new job.*
6. → It was a new kind of shampoo *that was advertised on TV last night.*
7. → It was his old computer *that was sold.*
8. → It is the living-room *that is being decorated.*
9. → It is your bike *that has been repaired, not mine.*
10. → It is Tom *who is believed to have won the race.*

IV. READING COMPREHENSION

Exercise 1:

1. C 2. B 3. A 4. C 5. B 6. D 7. B 8. D 9. A 10. C

Exercise 2:

a. 1. b 2. e 3. d 4. a 5. c

b. 1. C 2. A 3. D 4. A

V. WRITING

Exercise: 1. went 2. left 3. got 4. arrived 5. went 6. cooked
7. had 8. had 9. play 10. went 11. was 12. spent

Progress Test 4

(Units 12 – 14)

I. PHONETICS

Part A. 1. C 2. B 3. A 4. B 5. D

Part B. 6. D 7. B 8. A 9. B 10. A

II. VOCABULARY AND GRAMMAR

Part A. 11. A 12. D 13. B 14. D 15. B
16. C 17. A 18. D 19. B 20. C

Part B. 21. D - does 22. C - is 23. B - made

24. B - that 25. C – received

Part C. 26. B 27. B 28. A 29. D 30. C

III. READING COMPREHENSION

Part A. 31. A 32. C 33. B 34. C 35. A
36. C 37. D 38. B 39. A 40. C

Part B. 41. C 42. D 43. A 44. B 45. A

Unit 15 Space Conquest

I. PRONUNCIATION

Exercise 1:

		/ nt /	/ nd /	/ nθ /	/ ns /	/ nz /
0.	rewind	☐	☑	☐	☐	☐
1.	plant	☑	☐	☐	☐	☐
2.	cleaned	☐	☑	☐	☐	☐
3.	telephones	☐	☐	☐	☐	☑
4.	month	☐	☐	☑	☐	☐
5.	dance	☐	☐	☐	☑	☐
6.	dependent	☑	☐	☐	☐	☐
7.	fined	☐	☑	☐	☐	☐
8.	returns	☐	☐	☐	☐	☑
9.	balance	☐	☐	☐	☑	☐
10.	declined	☐	☑	☐	☐	☐

Exercise 2:

1.	oO	conquest	[✓ rename]	[✓ occur]
2.	Oo	[✓ human]	around	success
3.	Ooo	[✓ scientist]	[✓ telegram]	ambition
4.	oOo	weightlessness	[✓ enormous]	certainty
5.	ooO	[✓ engineer]	astronaut	[✓ pioneer]
6.	Oooo	congratulate	[✓ temperature]	approximate
7.	oOoo	[✓ unfortunate]	artificial	[✓ experiment]
8.	ooOo	[✓ exploration]	[✓ independent]	[✓ impossible]

II. VOCABULARY

Exercise 1:

1. e 2. g 3. a 4. j 5. h 6. m 7. b 8. f

9. n   10. c   11. o   12. k   13. d   14. l   15. i

Exercise 2:

1. congratulate(d)   2. react   3. fulfill
4. weightlessness   5. tension   6. ambition
7. failure   8. venture   9. occurred   10. dealt

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. *can / is able to*   2. *been able to*
3. *can* (*will be able to* is also possible, but not *is able to*.)
4. *be able to*   5. *can't / won't be able to*
6. *been able to*   7. *can / is able to*
8. *be able to*

Exercise 2:

1. was able to   2. could / was able to   3. could
4. could have (left)   5. couldn't   6. couldn't have (been)
7. was able to   8. couldn't / wasn't able to
9. Could you / Were you able to recognise   10. could

Exercise 3:

1. do we?   5. haven't you?   8. will you?
2. hasn't he?   6. can you?   9. won't it?
3. is it?   7. aren't you?   10. shall we?
4. isn't she?

IV. READING COMPREHENSION

Exercise 1:

1. E   2. G   3. A   4. D   5.   6. C

Exercise 2:

a. 1. B   2. C   3. B   4. A   5. D
b. 1. B – A – D – C – F – E   2. A   3. C   4B   5. C

V. WRITING

Exercise:

1. Yuri Gagarin was a Soviet cosmonaut, a hero of the Soviet Union.
2. He is known as the first person to travel into space.
3. He was born in the village of Klushino near Gzhatsk , Russia, on 9 March 1934.
4. On 12 April 1961, Gagarin became the first human to travel into space in Vostok 1 in a flight of 1 hour 48 minutes around the earth.
5. After the flight, Gagarin became an instant, worldwide celebrity.
6. In 1962, he began serving as a deputy to the Supreme Soviet.
7. He later returned to "Star City", the cosmonaut facility, where he worked on designs for a reusable spacecraft.
8. Gagarin then became deputy training director of Star City.

9. At the same time, he began to requalify as a fighter pilot.
10. On 27 March 1968, he and his instructor died in a MiG-15UTI on a routine training flight near Kirzhach at the age of 34.
11. Gagarin is also known in Russian history as "the Columbus of the Cosmos".

Unit 16 The Wonders Of The World

I. PRONUNCIATION

Exercise 1: Tick (✓) the correct box for the sound cluster in the words given. The first one has been done as an example.

Sound cluster word	/ ft /	/ vd /	/ fs /	/ vz /
served		✓		
left	✓			
beliefs			✓	
craft	✓			
drives				✓
cliffs			✓	
laughed	✓			
survived		✓		
caves				✓
thrived		✓		
lived		✓		
conserves				✓
sniffs			✓	

Exercise 2:

1.	Pyramid	Ooo	5.	consider	oOo
2.	burial	Ooo	6.	architecture	Oooo
3.	surpass	oO	7.	informative	oOoo
4.	approximate	oOoo	8.	serious	Ooo

II. VOCABULARY

Exercise 1:

1. A 2. D 3. A 4. C 5. B

Exercise 2:

1. a. thefts
   b. thieves
2. a. proposal
   b. proposed
3. a. belongs
   b. belongings
4. a. constructive
   b. construction
   c. constructed
5. a. mysteries
   b. mysterious

III. GRAMMAR AND STRUCTURE

Exercise 1:

1. → It was reported *that the President was going to resign soon.*
   → The President was reported *to resign soon.*
2. → It is *believed that Chelsea will win the game.*
   → Chelsea is *believed to win the game.*
3. → It is *thought that Jill and Jane are sisters.*
   → Jill and Jane are *thought to be sisters.*
4. → It is *expected that you will win the first prize.*
   → You are *expected to win the first prize.*
5. → It was *announced that Flight VN 254 to Hanoi would be delayed.*
   → Flight 254 to Hanoi was *announced to be delayed.*
6. → It is *supposed that the shopping centre will open next month.*
   → The shopping centre is *supposed to open next month.*
7. → Tom was *found not guilty of the crime.*
8. → It is *hoped that the new policy will allow people to work shorter time*
   → The new policy is *hoped to allow people to work shorter time.*

Exercise 2:

1. It is *hoped that gambling will be banned in the area.*
2. The economy is *expected to grow by 5% this year.*
3. It was *reported that no one was killed in the storm.*
4. Inflation is *supposed to fall next year.*
5. The Government is *believed to be planning a new highway.*

IV. READING COMPREHENSION

Exercise 1:

1. A 2. C 3. B 4. A 5. D 6. B 7. C 8. A 9. C 10. D

Exercise 2:

a. 1. e 2. c 3. a 4. d 5. b

b. 1. The Golden Gate Bridge
2. The Panama Canal and The Netherlands North Sea Protection Works
3. The Panama Canal
4. The Itaipú Dam and the Channel Tunnel
5. the Empire State Building
6. The Netherlands North Sea Protection Works and the Channel Tunnel

c. 1. C (In Brazil, South America) 2. A (the 1880s)
3. B (1937 – the early 1900s) 4. C (it used to be but not now)
5. D

REVISION TEST 2

(Units 9 – 16)

I. PHONETICS

Part A. 1. C 2. B 3. A 4. B 5. C
Part B. 6. D 7. A 8. C 9. C 10.A

II. VOCABULARY AND GRAMMAR

Part A. 11. B 12. C 13. A 14. C 15. C
16. D 17. B 18. A 19. D 20. B
Part B. 21. D – don't they 22. C - noise
23. D – travel (/ go) by plane 24. B – was able to 25. B - are
Part C. 26. C 27. D 28. D 29. A 30. B

III. READING COMPREHENSION

Part A. 31. B 32. D 33. A 34. B 35. A
36. D 37. A 38. B 39. C 40. A
Part B. 41. D 42. D 43. B 44. A 45. C